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ABSTRACT

The report of the Ninth Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (APEID) reviews activities and progress for 1982-83 in eight program areas: (1) universalization of education (access to education at first level by both formal and nonformal means), (2) promotion of scientific and technological competence and creativity, (3) education and work, (4) education and rural development, (5) education and urban development, (6) educational technology with stress on mass media and low cost instructional materials, (7) professional support services and training of educational personnel, and (8) cooperative studies, reflection, and research related to educational development and future orientations. Educational policy trends and significant developments are reported for each of the 20 APEID member countries: Afghanistan, Australia; Bangladesh, China, India, Indonesia, Iran, Japan, Maldives, Malaysia, Nepal, New Zealand, Pakistan, Philippines, Republic of Korea, Western Samoa, Viet Nam, Sri Lanka, Thailand, and Turkey. Guidelines of the 1984-86 work plan detail member countries' interest in APEID activities and identify suggestions on cooperative, innovative projects to be included in the plan. Appendices include conference agenda, texts of conference addresses, lists of participants and group members, check lists showing countries' interest in APEID activities in 1984, and 1984 APEID lecture schedule. (NEC)

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Ninth Regional Consultation Meeting on
the Asian Programme of
Educational Innovation for Development



Bangkok, 20-26 March 1984

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Ninth Regional Consultation Meeting
on
the Asian Programme of Educational Innovation for Development
Bangkok, Thailand, 20-26 March 1984

FINAL REPORT



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INTRODUCTION

Background

1. The Asian Programme of Educational Innovation for Development (APEID) is periodically reviewed by the participating member countries through a regional experts meeting which evaluates the past performance and makes suggestions for future activities. Held as a consultation meeting, it is the ninth of the series covering the progress of APEID.
2. The Ninth Regional Consultation Meeting was held at the Unesco Regional Office for Education in Asia and the Pacific (ROEAP), Bangkok, from 20 to 26 March 1984. It was attended by participants from 20 countries, three regional institutions which are Associated Centres of APEID, and observers from some member countries and from international and inter-governmental organizations. (The List of Participants is at Annex III).
3. In consultation with UNDP, the Tripartite Review of APEID was also held in conjunction with the Ninth Regional Consultation Meeting.
4. Apart from the Tripartite Review of Project RAS/82/015 and the overall review of the progress of APEID during 1982-1983, the Meeting provided an opportunity for the participants to present the major educational policy trends and developments in their countries, with particular reference to those with which APEID might find linkages.
5. After identifying areas for concentration and new developments which should be included in the APEID work plan for 1984-1986, the Meeting divided itself into three groups (the List of Group Members is at Annex IV) for in-depth discussions on the following:
 - Group A: (i) Joint innovative project on raising the achievement level of children in primary education
 - (ii) Early childhood education
 - (iii) Girls' education
 - (iv) Nutrition education and school health education

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- Group B: (i) New models of secondary education
- (ii) Training of distance educators
 - (iii) In-service education of teachers for coping with dropout and repetition problems
 - (iv) School-based in-service training of teachers
- Group C: (i) Computer education
- (ii) The roles and functions of the National Development Groups for Educational Innovation (NDGs)
 - (iii) Promotion of moral education
 - (iv) The place of culture and arts in education

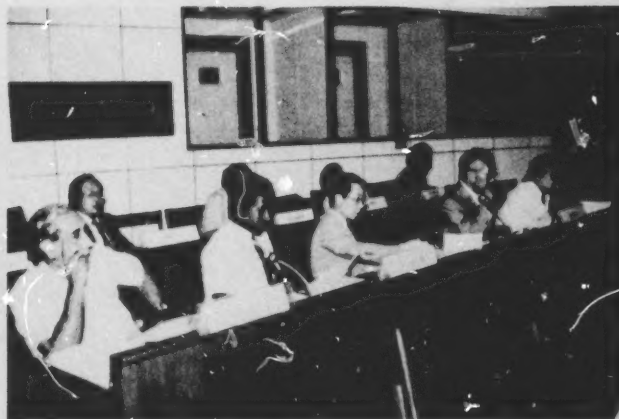
(The Agenda is at Annex I).

Inauguration

6. The participants were welcomed by Mr. Raja Roy Singh, Assistant Director-General, Unesco Regional Office for Education in Asia and the Pacific. The regional consultations, he said, have always been an important event in the development of APEID. What is fundamental to APEID, he stressed, is full involvement and participation of the countries in the programming process, full recognition of the problems and their characteristics as they are to be found in the countries, and full and equal partnership in the pooling of efforts to deal with the problems of common concern. He then made a report on the major activities undertaken since the Eighth Regional Consultation Meeting in March 1983, and went on to indicate the themes which have emerged as common concerns of the participating countries. He also raised the important question of the future long-term evolution of APEID and its co-ordinating mechanism, the Asian Centre of Educational Innovation for Development (ACEID), in the context of the changes in the educational scene in the region. He concluded his address by reading out a message of greetings received from Mr. S. Tanguiane, Assistant Director-General for Education of Unesco, and expressed Unesco's thanks to the Government of China for having decided to make a cash contribution equivalent to US\$50,000 to APEID. (Address is at Annex II).

7. Mr. Winston R. Prattley, UNDP Regional Representative, recalled UNDP's involvement in APEID since 1975, and its continued emphasis on self-reliance. From the UNDP point of view, APEID has





Introduction

made considerable progress in each and all of the activities during 1982-1983. With regard to the report of the UNDP-Unesco evaluation mission in 1983, the overall impression, he said, was that APEID is one of the few inter-country projects which have been completely successful. However, UNDP could not hope to continue financing it indefinitely. (Abbreviated version of the statement is at Appendix C to Part One).

8. In his inaugural address, H.E. Mr. Chuan Leekpai, Minister of Education, Government of Thailand, stated that APEID has proved itself a viable network for regional co-operation. Its basic principles of mutual learning and self-reliance further the United Nations objective of promoting international peace and collaboration. The progress made so far should serve as an impetus and a source of inspiration so that all those involved in APEID would ensure that all APEID plans and programmes complement the national development efforts of the Member States. The positive feedback and the overall progress of the past biennium warrants further co-operation, and Thailand, in particular, is interested in several of the activities planned for 1984-1986, particularly on raising the achievement level of children in primary education, and the formulation of new models of secondary education. (Address is at Annex II).

Officers of the Meeting

9. The Meeting unanimously elected by acclamation Mrs. Serla Grewal (India) as Chairman; Tan Sri Dato Haji Murad bin Mohammed Noor (Malaysia), Dr. Minda C. Sutaria (Philippines), Prof. Shigeo Tajima (Japan), and Mr. Rafiq Ahmad (Pakistan) as Vice-Chairmen; and Mr. Gordon Tasker (Australia) as Rapporteur. The Meeting also elected the following as Group Chairmen:

Group A : Dr. Kamol Sudaprasert (Thailand)

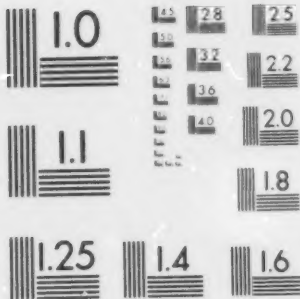
Group B : Mr. Neil Fernando (Sri Lanka)

Group C : Mr. John E. Smith (New Zealand)

Dr. A. Latif (ACEID) and Miss Charatsri Vajrabhaya (ACEID) acted as Secretaries of the Meeting.

Work of the Meeting

10. The Meeting held five plenary sessions to: (a) carry out the Tripartite Review and the overall review of APEID in 1982-1983; (b) present the new educational trends and developments in the countries, and work undertaken by the regional institutions which are Associated Centres of APEID; and (c) identify areas for concentration during 1984-1986.



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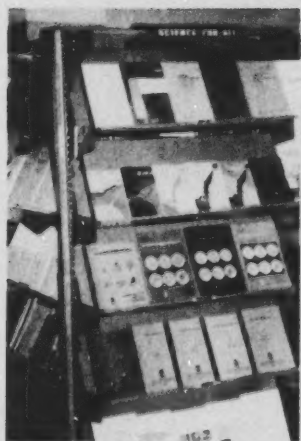
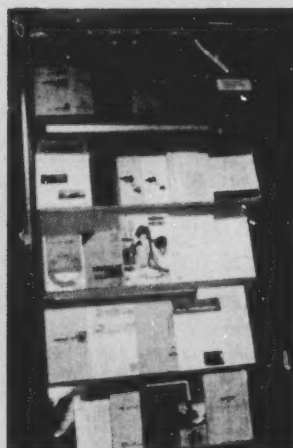
11. The three Groups met in four sessions to hold in-depth discussions on specific topics (indicated in para 5 above).
12. The last plenary session considered the Group reports and suggested some modifications.
13. In the closing session on Monday, 26 March 1984, the Meeting considered and adopted its report.

Programme to mark the tenth anniversary of APEID

14. The Ninth Regional Consultation Meeting took place in the tenth year of APEID. To mark the tenth anniversary, a special exhibition of selected APEID publications, publications of the participating member countries, prototypes of low-cost equipment, and photographs, was organized. A lecture series entitled "APEID Lectures" was also organized concurrently with the Meeting. The theme for the series was "Education and the Future". (The lectures will be published separately). The distinguished scholars and educators in the Asia and Pacific region who were invited as speakers were:

- Dr. Soedjatmoko, Rector, the United Nations University;
- Tan Sri Dato Haji Murad bin Mohammed Noor, Director-General of Education, Malaysia;
- Prof. Shinjyo Okuda, Professor of Education, Faculty of Education, Yokohama National University, Japan;
- Prof. Phillip Hughes, Dean, Centre for Education, Department of Teacher Education, University of Tasmania, Australia;
- Prof. S.C. Dube, Chairman, State Higher Education Grants Commission, Bhopal, Madhya Pradesh, India;
- Dr. Yung Dug Lee, Professor of Education, Seoul National University, Republic of Korea;
- Dr. Kaw Swasdi-Panich, Vice-Chairman of the Executive Board of the National Education Commission of Thailand and Member of the Executive Board of Unesco.

(The programme of these lectures is given in Annex VI).





Part One

TRIPARTITE REVIEW OF PROJECT RAS/82/015

Preamble

1. The UNDP/Unesco Evaluation Mission Report on Project RAS/82/015 was considered at the Tripartite Review held on 20 March 1984, in conjunction with the Ninth Regional Consultation Meeting on APEID.

2. The Project covers the following countries: Afghanistan, Bangladesh, China, India, Indonesia, Iran, Lao People's Democratic Republic, Malaysia, Nepal, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Republic of Maldives, Socialist Republic of Viet Nam, Singapore, Sri Lanka and Thailand.

Participation

3. The level of participation was high. Out of the above countries, Lao PDR, Nepal¹, Papua New Guinea and Singapore could not be present. Samoa and Turkey which have only recently joined APEID also attended the Review Meeting. Representatives of three advanced countries, namely, Australia, Japan and New Zealand which have been actively involved in APEID activities attended the Review, as did representatives of three institutions set up by inter-governmental agencies.

4. UNDP was represented by Mr. Winston R. Prattley, Regional Representative of UNDP, Bangkok, Mr. G. Mazzone, Associate Programme Officer, and Ms. C. Thompson, Associate Programme Officer.

5. Unesco was represented by Mr. Raja Roy Singh, Assistant Director-General, Unesco Regional Office for Education in Asia and the Pacific (ROEAP), Mr. A. Chiba, Deputy Director, Unesco Regional Office, Dr. A. Latif, Chief of the Asian Centre of Educational Innovation for Development (ACEID), and the Project staff. Dr. S. Spaulding, Director of the International Bureau of Education, Geneva, also attended.

1. The participant from Nepal attended the Ninth Regional Consultation Meeting on 24-26 March 1984.

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6. Prior to the Meeting, copies of the Evaluation Mission Report as well as the Six-monthly Progress Report of the Project for the period July-December 1983 had been supplied to the countries, and the participants were asked to obtain the views of their governments for presentation at the Meeting.¹

7. Mr. W. Prattley, UNDP Regional Representative, made an introductory statement in which he referred to funding problems of UNDP.

8. He suggested that the Meeting assess the performance of the programmes of APEID and, if necessary, reshape or modify them to obtain a maximum value. He noted that in the full range of APEID, certain programme areas were identified for UNDP support, namely, (i) universalization of education through formal and non-formal means, (ii) scientific and technological competence and creativity, (iii) education and work, (iv) educational technology with stress on mass media and low-cost instructional materials, and (v) professional support services and training. He expressed gratification, from UNDP's point of view, at the progress that the Project has made in the first two years of the third cycle - the Project has been approved through 1986. He stressed the need to take the services, skills and knowledge to the grassroots level, citing the successful experience of some of the projects in bridging the communication gap between projects and the grassroots. He suggested that the Meeting consider the problem of communication also in its deliberations, as it is particularly pertinent to the education systems.

9. Referring to the Evaluation Mission Report, he said that the overall impression was that "APEID is one of the few inter-country projects which have been completely successful". He suggested to the Meeting that given the period during which UNDP has committed funds to the Project through 1986, the Meeting might give attention to ways of making this important Project self-reliant. Advance planning is necessary to avoid the drop-off in the intensive activity. On behalf of UNDP, he expressed considerable satisfaction over the participation of the Government authorities in the administration of the Project and "the interest and dynamism" which have sustained it.

10. Following the statement of UNDP Representative, there was first a general discussion of the Evaluation Mission's work and then detailed consideration of the specific findings and recommendations contained in Paras 98-109 of the Report.

1. Reports were received from two countries, Nepal and India, which were included in the documentation of the Meeting, and are reproduced in this report as Appendices A and B to Part One, with an explanatory note for India.

11. The participants complimented the Evaluation Mission on their work, and expressed appreciation of the way the Mission synthesized the views of the Member States. They endorsed the overall assessment of the Mission that the Project had been highly rated by the Member States, and were pleased to note that the UNDP Resident Representatives in the countries that they visited all regarded the Project as one of the very successful inter-country projects. They also expressed the strong support of their Governments to the Project, and gave instances of the benefits that their countries had derived from it. Some participants drew attention to certain discrepancies between Part II of the Report which presents a synthesis of the replies of the countries as well as of the discussions which they had during their visits, and some statements in Part III, particularly Paras 99-111. The participant from Japan regretted that the UNDP/Unesco Evaluation Questionnaire was not sent to Japan and other developed countries in the region, as they would have welcomed an opportunity to offer their views. In reply, it was pointed out that the Questionnaire was sent to the countries which are participating in the UNDP-assisted component of APEID and shown as such in the Project Document.

12. In his presentation, Mr. Raja Roy Singh, speaking on behalf of Unesco, thanked UNDP for its partnership in this Project which had expressed itself not only in the funding support, but equally in a close interest in the substantive aspects of the activities and encouragement to the Project to function flexibly. Thus it was UNDP's response a few years ago which made it possible for the Project to diversify in new directions and give effect to the member countries' recommendations for undertaking "joint innovative projects". He complimented the Evaluation Mission on its admirable and painstaking effort, mentioning that though the Evaluation Mission was based in Bangkok, neither the Project nor the Unesco Regional Office had an opportunity to discuss the Report or its content with the Mission; indeed the Unesco Regional Office received a copy only after the Mission had departed. However, he said, that did not in any way lessen this appreciation of the Report generally. He thanked the countries which sent in their responses to the UNDP/Unesco Evaluation Questionnaire in such large numbers. Indeed, the number of responses received constituted a record for an inter-country project.

13. Unesco agrees with the overall assessment of the Project made by the Evaluation Mission and the very positive impact the Project is found to have made on the trends of educational development in the region. In a region as vast as Asia and the Pacific and the contexts so diverse as are to be found in it, an inter-country programme must have a duration and be founded on and cement the co-operative efforts of countries. Unesco is happy to note the strong endorsement of the Evaluation Mission on the two basic principles of APEID planning and operation, namely, that APEID is

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designed and developed by the participating member countries, and that the programme areas of APEID activities are in full accord with the national priorities. It is to such programmes that Unesco hopes UNDP support would continue, while the member countries and their Associated Centres would take on more institutional support responsibilities. Unesco also hopes that UNDP support to the programmes of APEID would continue on the termination of the present programming cycle (1982-1986), in terms recommended by the Evaluation Mission.

14. After the general discussion, the Meeting addressed itself to the specific findings and recommendations of the Evaluation Mission contained in Paras 96-112 of the Report.

15. *Para 98: APEID's progress*

i) APEID network has contributed considerably in strengthening national capacities for bringing about educational development that is being increasingly related to felt needs of the concerned Member States.

ii) In some Member States, initiatives have been taken to relate educational expansion and educational reforms to development goals set out in selected sectors of planned development, and thus partly promoting the gap-filling process

iii) Almost all the Member States have demonstrated a very keen desire to learn from experiences of educational innovations and reforms already undertaken by them, and to share their own experiences in the relevant sectors and areas of educational activity.

iv) The 'impact' and 'attractiveness' of mutual 'learning' and 'sharing' is indicated by the fact that even educationally and economically developed countries like Australia, Japan, and New Zealand have enthusiastically joined the APEID network, as they too appear to be keen to benefit from 'sharing' and 'learning', as a result, to bring about more innovations to relate education to emerging challenges of development.

v) In several Associated Centres of APEID and other educational institutions, one can perceive a very desirable and growing interest in comparative studies of educational development in the Asia-Pacific region. This would not only lead to better international understanding, but also inculcate in the minds of educational administrators that there are distinct possibilities of benefiting from inter-country experiences in national educational advancement.

vi) Unfortunately till recent times the newly independent countries were largely under the influence of education systems of ex-colonial powers which were not closely related to social, cultural and economic aspirations of the countries concerned. APEID activities have brought about a desirable change in this direction. The Member States are now more keen to learn from each other's experiences (without, of course, giving up the beneficial aspects of the earlier system), and thus their education systems are getting rooted more in their own political, social, cultural and economic needs and traditions.

vii) The desirable trends mentioned in vi) above have been further strengthened at least in some of the Member States as a result of a closer look and more detailed observations and studies arising from programme activities like mobile teams and attachments and internships. The need for these activities arises in view of the keen interest of 'beneficiary' Member States. The participants in the programme not only develop specific skills for their own benefit, but on their return they are able to initiate, motivate and strengthen certain chain activities to promote desirable educational innovations and changes in their own countries.

16. Several participants took part in the discussion on this para, and observed how their countries have benefited and how they have taken steps to strengthen their National Development Groups (NDGs)¹ to enhance the contribution to and gain from this Project. Some of the remarks were as follows:

- 1) APEID's consultation process has enabled the participating countries to themselves design and implement the programmes to respond to their national priorities. APEID has been effectively responding to the national needs and making a valuable contribution to the education systems of the participating countries in their efforts to introduce innovations related to development goals. It is because of the recognition of the widespread impact of this Programme in the country that India has made voluntary contribution to the Programme twice and considering further contribution, despite its financial constraint (India).

1. In a letter to ACEID, the UNDP Regional Representative, Malaysia, has suggested strengthening the role of National Development Groups.

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- 11) There is a wide consensus in the country about the success and impact of APEID. The kind of work already done is a visible proof of the outstanding value of work under APEID (Pakistan).
- 111) The reasons for the success of the Project are two: (a) the consultation process exemplified in the Regional Consultation Meeting, where the countries exchange information on their specific problems and go back with a variety of alternative solutions; (b) the modes of operation (as discussed on page 17 of the Evaluation Mission Report) as revised and refined in response to the changing situations. Other projects are also benefiting from the work of APEID in this connection, for example, the ASEAN Project has adopted the attachment programme as its mode of operation (Indonesia).
- iv) The external evaluation has endorsed the findings of the internal evaluation undertaken by APEID three years ago (Philippines). The report tells the participants what they already know - the Programme is an excellent one (New Zealand).
- v) The Project promotes self-reliance in the important areas of human resource development (Japan).
- vi) APEID's influence permeated in all regions and down to the institutional level through incorporation of its outcomes as an integral part of national curricula and educational practices. APEID's involvement in the problem of disadvantaged groups and its activities for qualitative improvement of education during its third cycle are particularly noteworthy (Philippines).
- vii) The increase in the number of participating countries and the Associated Centres demonstrates the value of the Programme to the participating country (Australia).¹

1. In a note received through the local office of UNDP, the Government of the Maldives mentions that, during 1983, Maldives associated two new centres with APEID; translated APEID science modules into Dhivehi, which were then distributed through educational development centres, and contributed status studies on "science for all".

viii) After the Evaluation Mission had presented its report, several countries mentioned the important steps they have taken to enhance their effective participation. This has taken the form of improving the working of National Development Groups and Associated Centres, increasing the number of Associated Centres to benefit from the wide range of APEID's scope of activities, and to cover the needs of the countries by geographical zones. The National Development Groups are concerned with the selection of participants, ensuring preparatory work, follow-up and better utilization of APEID publications (India, Pakistan).

17. Para 99. While the above-mentioned factors have facilitated the attainment of immediate and long-term project objectives, there are a number of other factors which have deterred the attainment of maximal advantages from the project. We may mention the following in this connection:

i) The linkages and interaction between education and development sectors have not yet been well worked out in a number of Member States. Innovations are largely perceived as educational innovations per se. Their linkages with overall developmental plans specially in key sectors like agriculture, industry, labour, health, nutrition, environment, etc., and possible co-ordination with educational and training activities happening in these sectors have not effectively taken place.

ii) The main body responsible for co-ordinating the activities of APEID in each country called the National Development Group does not have in all the countries representatives from key development sectors.

Para 101. (1) It will be desirable to include in the National Development Group representatives of key sectors of development like agriculture, industry, health, etc., (depending upon the priorities of the sectors in the overall national development planning). The presence of these representatives of developmental sectors and their interaction with leading representatives of the education sector, namely, the nominees of the education ministry and the Associated Centres, will provide an excellent forum for exchange of views in relating educational innovations to needs of national development.

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Para 105. (5) For promoting improved interaction between overall developmental planning, its linkage with education in the context of support coming from various UN and foreign non-governmental agencies like FAO, ILO, WHO, World Bank, Asian Development Bank, British Council, SIDA, CIDA, etc., UNDP Resident Representatives might act as catalytic agents, if at least once a year they could promote a dialogue between the Aid Co-ordinating Authorities, Ministry of Education and the National Development Groups of APEID. This will also promote more effective communication and appreciation of each other's viewpoints relating to educational innovation in development.

18. Discussing the above para 99, para 101 and para 105 (conjoint by a common theme), the Meeting observed that:

- i) The National Development Group (NDG) does not include representatives of all the agencies referred to in para 99 in the Evaluation Mission Report, nor would it be practicable to do so without making the NDG unwieldy. However, the development agencies concerned with the particular agenda items in any of the NDG meetings are involved, and indeed should be. This type of interaction exists with several departments (e.g. agriculture, industry, labour or manpower, health and nutrition) (India and Pakistan).
- 11) The NDG is a part of the education system. The governments have several other types of co-ordinating mechanisms for continuous dialogue between the education sector and other sectors. In one way or another, this kind of co-operation is operating in the countries (Indonesia).
- 11i) It is erroneous to infer that co-operation can be promoted only if the representatives of other organizations are included in the NDG. APEID, at the country level, through the country-level institutions (NDGs and Associated Centres) has been promoting this kind of co-operation at the time of designing of activities and at the implementation phase, at both the national and sub-national levels. The participants instanced activities related to education and rural development, education for health and nutrition, and education and work. Such co-operation has been a factor in the eventual success of activities (Philippines, Thailand, India, Pakistan, Indonesia).

- iv) The success of APEID in the past was due to concentration of effort within well-defined horizons. If the recommendations of the Evaluation Mission were to be implemented, the Programme would become quite diffused and would be duplicating the work of other agencies (Malaysia).

19. The general consensus was that the participating countries have developed mechanisms and processes to promote collaboration of the education sector with other sectors and inter-agency co-operation. APEID has been instrumental in promoting it through its focus on educational innovation relating to development goals and its multi-disciplinary and multi-sectoral design of activities. The NDGs and Associated Centres should monitor, evaluate and strengthen such co-operation. No single method or approach will suit all countries.

20. *Para 99 (iii). Some of the countries, specially some of the LDCs, do not always find it possible to participate in various activities of APEID, as they are not able to nominate persons with requisite experience for the purpose. In cases of some relatively more advanced countries on the other hand, senior personnel cannot be persuaded to spare their time for meetings which last for about two weeks.*

21. It is true for the LDCs that their participation is dependent on the number of persons with requisite experience for the purpose. This is a deterring factor for the countries with very small populations. In their case, APEID has been increasing its support for holding activities at the national level with the help of resource persons, providing attachments, and use of mobile team training to build up the national capacities.¹ As for the relatively more populous countries, this problem has not arisen. The main meeting to which top-level administrators are invited is the Regional Consultation Meeting, which is kept down to 7-10 days. The high level of participation in the Consultation Meetings shows that the duration, etc. is right.

22. The Meeting was of the view that special consideration should be given to meeting the needs of small countries, and the effectiveness of the measures already under way should be checked by the NDGs and the Regional Consultation Meetings.

1. In a cable to ACEID, the UNDP Resident Representative, Afghanistan, has suggested ACEID help to the Afghanistan participant of the Meeting, observing that the outcome would be enormously useful to Afghanistan.

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23. *Para 99 (iv). Lack of proficiency in the working language of APEID meetings, viz., English, prevents some Member States and their representatives to share and learn in full. It is not easily possible for such Member states to send an experienced interpreter at their own cost to accompany the expert representative.*
24. *To meet this problem, which undoubtedly exists, ACEID has been offering to the countries concerned, subject to availability of financial means, a second participant who can act as interpreter. This arrangement seems to be working well, and in any rephrasing of the Project, resources should be sought to strengthen it.*
25. *Para 99 (v). At present it is not a usual practice in all regional meetings for sharing of experiences to have as an 'input' from each country a report of national and sub-national seminars on the concerned theme; in some cases where this has been possible, the outcomes have been very good.*

Para 99 (vi). The recommendations and outcomes of APEID regional meetings, etc., are not being effectively followed up in a number of cases by organizing national and sub-national conferences/seminars/media coverage, thus confining their benefits to those who actually participated in regional meetings or some of their associates at their headquarters.

Para 99 (vii). Effective and widespread dissemination of very useful ideas and operational guidelines generated in APEID meetings do not normally reach the grassroots level, as these are not available in national languages, nor are they written in a style and form which could make assimilation at the grassroots level reasonably easy.

Para 102. (2) It will be desirable that in all cases where country representatives participate in APEID regional meetings, seminars, etc., they should have with them as a key input all relevant information and details about the theme of the meeting from the country concerned. Such as input, if not already available in these countries, should be specially developed for the meeting by holding appropriate national and sub-national seminars and consultations. While it is recognized that the country representatives are persons of high professional standing, it is not always possible for a person to have the totality of his country's experience readily available to him.

Para 103. (3) For providing a multiplier effect of APEID's regional and sub-regional meetings and seminars, etc., it is very necessary to have appropriate follow-up activities at the national and sub-national levels. We understand that the country representatives invariably present a report to relevant authorities about their participation highlighting the main features of the meeting. This report very often is for formal record; the additional effort involved in follow-up activities will yield very rich educational dividends.

Para 104. (4) For carrying the useful ideas generated by APEID at the grassroots level, it is very desirable to prepare a digest of the contents of the rich literature that is already available in various programme areas of APEID. This should be written out by "communication experts" in a language and form that could be easily assimilated by elementary and secondary level school teachers and field education supervisors in various Member States, especially in the LDCs. If APEID prepares these materials, it should be possible for the Member States, with APEID support wherever necessary, to get them translated into national languages. It would then be possible for benefits of APEID to reach the grassroots level.

26. Several participants took part in the discussion on the three topics which underlie the above four paragraphs, namely, follow-up/multiplier effect of APEID regional activities at the national and grassroots levels, and the preparation of country reports and their dissemination, and the APEID publications and their dissemination.

27. The general finding was that the follow-up action at the national level has become quite an extensive activity in APEID, as is exemplified by the list of activities at the regional level and their follow-up at the national level (publication entitled "Summary Record of APEID Activities, 1973-1982"). The present programming procedure of APEID stresses follow-up national activities as an essential part of the design of a project. This should be further strengthened.

28. The participants stressed that APEID activities emerged from the national needs and programmes. This is precisely the purpose of the whole Consultation Meeting process. It is therefore totally inconsistent with the purpose or method of operation of APEID to

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assume that the regional activities are determined by some outside agency. The Meeting found quite unacceptable any suggestion that the multi-national APEID programme suffers from any limitation in identifying, in concrete terms, programmes to meet the specific requirements of the Member States.¹

29. The participant of Sri Lanka invited the Meeting's attention to the findings of the Evaluation Mission in para 59 of its report, which reads as under:

"The outputs of regional/inter-country activities are rated as merged effectively in the stream of national educational activities by 9 respondents, or 82 per cent. Examples given by the Member States are in line if not identical with what they mention in responding to Item C.3." (Para 59).

30. In regard to the use of country reports, the Meeting suggested that, whenever possible, the country reports should be reproduced with the main report so that other countries may have access to the experiences reported in the country reports. Also ACEID could periodically issue a bibliographical list of national reports it has received (This list could for example be reported in ACEID Newsletter).

31. In regard to APEID publications, the Meeting expressed again its appreciation and endorsed the findings of the Evaluation Mission as reported in para 63 of the report. The suggestion of the Evaluation Mission to have "digests" prepared of some of the special publications was endorsed by the Meeting. It also recommended the use of simple language, and noted with special appreciation the provision ACEID has made to help the member countries to translate any of the APEID publications into the national languages so that the publications can reach down to the grassroots level. The Meeting made a strong plea for supplying copies of the APEID publications in larger numbers than at present, which would mean an increase in the print runs, for which, it is hoped, UNDP would be willing to provide some funding support.

1. Mr. A.J. Joseph, Assistant Administrator, UNDP, in his address to MAC I observed: "... Networking of national institutions and doing specialized work in lead centres has produced satisfactory results. The Asian Programme of Educational Innovation and the Regional Network of Agricultural Machinery are prime examples These modalities operate to deepen the operational involvement of Governments in the regional programme."

32. *Para 99 (viii). Until recently, short-term attachments were not fully prepared, i.e., the beneficiary and host institution were not fully briefed about expectations and outcomes, thus limiting the optimal benefits of such activities.*
33. *The Evaluation Mission has recognized that this is no longer the problem.*
34. *Para 99 (ix). Lack of finance and infra-structural facilities have stood in the way of some of the Member States in offering to host regional meetings and seminars.*
35. *This applies, in particular, to the countries with small populations. The Meeting suggested financial support to the LDCs to facilitate their hosting of regional activities.*
36. *Para 106. (6) We recognize that UNDP's support for institution-building will have a terminal date. In its support to APEID, UNDP's institution-building activity is confined to the Asian Centre of Educational Innovation for Development (ACEID) in the Unesco Regional Office in Bangkok. In view of the beneficial effects already generated by APEID activities, it would now be desirable for Unesco to take over ACEID expenditure in its normal budget. Therefore, UNDP support to this institution-building should terminate as already proposed in the Project Document at the end of the current programme cycle, if not earlier.*
- Para 107. (7) UNDP's support will, however, be very much needed for APEID activities to be undertaken under two major programme areas of universalization of primary education and promotion of scientific and technological competence and creativity for the same. In response to the questionnaire and the discussions that we have had during the field visits, some specific items for UNDP support have been specially highlighted. These relate to regional and sub-regional meetings and seminars, internships and attachments, mobile teams, and joint innovative research projects. UNDP's technical assistance is normally available for the organization of regional meetings of experts, provision of fellowships, etc., and, in our view, the continuation of UNDP's support to such APEID activities will be in tune with established UNDP policy. We may mention that although initial support to mobile teams was provided by UNDP, in recent years this activity has been carried out as per information gathered from*

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Unesco wholly with non-UNDP support. We may add further that insofar as APEID activities under various programme areas are concerned, their themes and contents are now not the same as they were in the earlier cycles. In a way these activities have a sort of terminal date. This is evident by a sample of 1981 activities which have now ceased and fresh activities are being undertaken in the current cycle with UNDP support (Vide Table 6 in Part II).

Para 108. (8) UNDP's support might flow to an increasing extent for more effective dissemination and communication of the available stock of knowledge with APEID so that what is available to a limited number of educational workers reaches out to a much larger number in the field and at the grassroots level.

Para 109. (9) If necessary some seed money may be provided to the Member States and Associated Centres to organize pre-regional meetings and post-regional meetings, national and sub-national seminars and consultations. Perhaps in a number of cases, the Member States may not require financial support for this purpose; only increased motivation from APEID, and wherever possible by UNDP Resident Representative, will be sufficient; but in some cases, especially in the LDCs, some financial support may be needed. This extra marginal support from UNDP/APEID will enable the expenditure currently incurred on regional meetings, etc., to be far more fruitful.

37. There was an extensive discussion on the above paragraphs, particularly those relating to the continuance of UNDP support to APEID. Several participants pointed out that paragraphs 106 and 107 of the Evaluation Mission Report should be read together. It would not be correct to say that the programmes enjoying UNDP support had been the same in the last ten years. The programmes which are in operation today were not in existence about six years ago. APEID is not an institution, but a method of inter-country co-operation for mutual help in the area of educational problems; it is also a way of educational action brought to bear on these educational problems. The Meeting therefore urged continued UNDP support for educational innovation programmes, drawing attention to the following findings of the Evaluation Mission:

"We may add further that insofar as APEID activities under various programme areas are concerned, their themes and contents are now not the same as they were in the

earlier cycles. In a way these activities have a sort of terminal date. This is evident by a sample of the 1981 activities which have now ceased and fresh activities are being undertaken in the current cycle with UNDP support." (Para 107)

38. In regard to institutional support (which means staff support to the Asian Centre of Educational Innovation for Development), some participants strongly argued that such staff support cannot be totally phased out without jeopardy to the co-ordinating function which ACEID has been performing so effectively. They referred in this connection to para 26 of the Evaluation Mission Report, which states as follows:

"ACEID has played a special role as desired by the composition of its membership of countries in the region, their varied and pressing requirements of professional expertise, and their inherent, if sometimes unpredictable, constraints in regional interaction. Wide gaps of different aspects of inter-country relations and service need to be bridged. During the Mission's country visits, the educators and officials in all the countries stressed as an indispensable and productive feature of ACEID what they frequently referred to as its "UN presence". This enabled ACEID in their experience to work with all the Member States with impartiality according to the UN principles of management and administration, and they felt that it also endowed them and their own contributions or performance, though of uneven standards, with respect and prestige." (Para 26)

39. Regarding the suggestion that UNDP support should be limited in the future to two areas only (namely, Universalization of Primary Education, and Promotion of Scientific and Technological Competence and Creativity), the Meeting drew attention to para 50 of the Evaluation Mission Report which clearly recorded the findings that all responding member countries were generally in favour of the UNDP support to the five Programme Areas as at present. Furthermore, it was pointed out that all those five areas are closely interlinked.

40. The consensus of the Meeting was in support of the suggestions in paras 108 and 109 above.

41. The UNDP Regional Representative pointed out that UNDP institutional support had to have a terminal point. He mentioned the reduction in UNDP financial resources which made it necessary to

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reduce the UNDP input to APEID even in the current cycle by about 12 per cent. Given these financial realities, a readjustment of priorities must be considered. One way might be for some of the activities to derive support from the country programmes.

42. The Unesco representative (Mr. Raja Roy Singh) stated that, consequent on the cut imposed by UNDP on its input in APEID in the current programming cycle (1982-1986), 50 per cent of the staff support has been phased out. Unesco has clearly done its best to take up this slack. He recalled that at MAC I the Aid Co-ordinators had flatly negatived the idea of any support to regional projects from country IPFs. The inter-country co-operation, he added, has no constituency, except that of the United Nations System.

43. The Meeting took note of the views. Several participants pointed out that the country programme ceilings in their respective countries have suffered quite severe cuts. The comments received from one country by the present Tripartite Review referred to the need for programmes on a bilateral basis (in contrast to regional or multi-country). The Meeting was of the view that such "bilateral" programmes were more suitable for support from the country programmes of the two countries concerned and should not look to regional IPF for support.

44. The consensus of the Meeting was:

- 1) That it be recognized that continued staff support to ACEID beyond 1986 from UNDP source may be in conflict with the priority of support to programmes;
- 11) That UNDP support to programme activities be continued, preferably at the level above that of the second cycle because of the increase in the number of participating countries;
- 111) That ROEAP/ACEID initiate consultations and planning for APEID evolution beyond 1986, for which purpose the Steering Committee of the present Consultation Meeting will be available for consultation.

45. *Para 110 (10). For carrying out the suggestions contained in the above paragraph, APEID will have to programme its activities considerably in advance. The Member States should receive 4 to 6 months' notice so that they are able to plan for pre-regional meeting activities in good time.*

46. The recommendation was endorsed to allow all concerned more time for planning. It was however pointed out that in the immediate past such advance planning was rendered difficult by the "programming

pause" which occurred in the transition from one cycle to the next one, during which "pause" financial allocations were either not available or given on a short-term basis.

47. *Para 111 (11). For more effective project monitoring, it will be desirable for APEID to expect a six-monthly report from the National Development Groups regarding activities which they have specially agreed to organize. For promoting increased interest of the Member States in overall project monitoring, it may be examined if it would be possible to share APEID's six-monthly project progress report to UNDP with the Member States. As things stand at present, the Member States will be able to get an overall view of the project and its implementation only when they would meet for regional consultation meetings once in two years.*

48. It was recommended that six-monthly reports be prepared by the NDGs, which could then be published in ACEID Newsletter. As for the proposal that six-monthly project progress reports should be sent to the Member States, this has been the practice for over ten years - since the inception of the Programme and indeed is the UNDP reporting requirement. Copies are already sent to all the UNDP Resident Representatives, with additional copies to be supplied to their contact persons in Government. ACEID also supplies copies direct to the National Commissions for Unesco in the participating countries and to the NDGs. Multiple copies have been sent to the National Commissions which have asked for more than one copy.

49. *Para 112. The Mission's overall impression is (and this is fully supported by UNDP officers in Nepal and China with whom we had an opportunity to discuss) that APEID is one of the few inter-country projects which has been successful. UNDP's support to APEID's activities is to be viewed not so much in the quantum of financial provisions, but in its catalytic, prestigious, and 'magnetic' character. UNDP support not only helps in igniting innovative activities (which on account of extraordinary pressing problems of finding resources for sheer quantitative educational expansion of 'more-of-the-same' variety may not be able to attract other resources), but it enables the Member States to secure more funds for educational development from their own national resources. The very presence of 'UNDP-Unesco' supported activity has the possibility of a chain reaction.*

50. The recommendation was strongly endorsed by the Meeting.

Appendix A to Part One

NEPAL'S COMMENTS ON THE UNDP/UNESCO EVALUATION MISSION REPORT

The Asian Programme of Educational Innovation for Development (APEID) which stands for a co-operative endeavour of Asian countries in designing, developing, implementing and evaluating educational innovation for development on the basis of reciprocity, mutual sharing of experiences and self-reliance, has appeared to be one of such regional programmes that is devoted to the cause of facilitating with the provisions for the educational development in Asia and the Pacific. In this region of ours where the largest mass of people are suffering from illiteracy and the lack of education, the role of APEID has naturally been emphasized. Keeping all these in mind and also after going through the Report of the Evaluation Mission on the Assistance for Regional Technical Co-operation in Education within APEID, the National Education Committee of His Majesty's Government of Nepal would like to make the following comments:

1. APEID's role of promoting technical co-operation among the developing countries of the region in the field of educational innovation through exchange of expertise, skill and information, has been highly commendable mainly to the countries like ours where effective means of educational development is still lacking. On the ground of this very fact if a regional programme like APEID comes forward with a view to assisting to provide the needed countries of the region with the appropriate technical and other relevant co-operation, it would naturally be a matter of sincere compliment.
2. The job of APEID like strengthening national capacities for bringing about educational development in the countries of the region can well be appreciated especially on the basis that this would benefit the indigenous capacities of each of these countries involved in the field of education.
3. The regional or sub-regional meetings, seminars, internships and attachments and joint innovative research projects conducted regularly by APEID have been useful to the extent of providing ample opportunities to the countries like Nepal in putting forward the problems that are hindering her efforts of educational development, understanding others' problems and contributing to explore acceptable remedies for them.

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This has also facilitated countries of the region by providing a forum for the sharing and inter-changing of each other's ideas, observations, resources and the professional expertise in the areas of educational activities.

4. APEID has again been admired as the effective agency to arrange the external means and assistance to the Member States which need them for the accomplishment of their regional, sub-regional or even national goals regarding the development of education.
5. This programme has brought about a deeper sense of oneness and intimacy among the countries of the region, profitably contributed to the close understanding of each other's educational problems, and has earnestly tried to solve them.
6. APEID has been suggested to go through more follow-up type of activities at the regional and national levels to assure the Member States that its programme recommendations are not stock-piled on the shelves.
7. Considering the multiplicity of problems it has to tackle, its programmes have appeared to be limited. So if there are any chances of the enlargement of programme items or activities, APEID is suggested to broaden them for greater benefit.
8. The activities like exchange and dissemination of information among the Member States have to be regularized more. It would be appreciated if provisions are made in translating the information in the national languages.
9. APEID's priority, as has been suggested, should be to explore the ways of removing the educational backwardness of the least developed countries (LDCs).
10. Bi-national attachments, internships, study tours and exchange of resource personnel have always proved to be useful for national personnel development.
11. This country, due to some obvious reasons, has a growing desire of getting regular expert assistance and the meaningful support of APEID towards the promotion of national Science Competence and Creativity, having due considerations in the areas like:
 - a) Development of low-cost instructional materials;
 - b) Designing innovative activities including the production of science supplementary materials;
 - c) Development of suitable packages that help popularize science among the masses.

12. APEID has been suggested to provide a substantial contribution in promoting the development of primary education in the countries of the region by making more effective use of its resources and mechanisms. This would help it in realizing the goal of Universalization of Primary Education which is one of its major programme areas. APEID's thrust to universalization of Primary Education has been appreciated insofar as extending the opportunities of primary education is concerned. We in Nepal have observed a substantial progress in this field mainly after the Universalization of Primary Education Programme was initiated. Although the programme did help to increase the school enrolment to a considerable extent, yet the increase could not be matched with the qualitative growth in education. Quantitative improvement in primary education occurring at the cost of qualitative progress should not be allowed to continue anymore. Therefore to give mass education or to acquire mass participation in education at primary level, after the adoption of the Universalization of Primary Education Programme, without bringing the expected educational standard down, is the need of the day.

Taking all these into consideration, it is appropriate to expect APEID to come forward with the most effective programmes by which the present breach of harmony between quality and quantity of education would be suitably filled. We wish, therefore, that the future efforts of APEID would be directed towards the promotion of quality in education especially that of the lower levels.

Appendix B to Part One

INDIA'S COMMENTS ON THE UNDP/UNESCO EVALUATION MISSION REPORT

Text of a cable from UNDP New Delhi to UNDP Bangkok, 20 March 1984:

MISC 1444 LARSIMONT INFO LATIF RAS/82/015 APEID
TPR 20 MARCH STOP HAVE RECEIVED FOLLOWING COMMENTS
FROM GOI ON EVALUATION MISSION REPORT AAA APEID
PROVIDED USEFUL MECHANISM FOR SHARING EXPERIENCES
AND ASSISTED IN DEVELOPMENT NATIONAL CAPABILITIES
BBB EFFECTIVENESS OF PROGRAMMES WORKED OUT BY APEID
ULTIMATELY TOBE JUDGED ~~INTERMS~~ THEIR BEING MULTIPLIED
IN MEMBER STATES CCC NEED EXISTS EVOLVE STRATEGY
ADAPT INNOVATIVE IDEAS AND PRACTICES AT GRASSROOT
LEVEL AND POSSIBLE FUNDING BY INTERNATIONAL AGENCIES
FOR IMPLEMENTATION SELECTED IDEAS AND PRACTICES TOBE
EXPLORED DDD BEING MULTINATIONAL PROGRAMME APEID
SUFFERS FROM LIMITATIONS IN IDENTIFYING IN CONCRETE
TERMS PROGRAMME TO MEET SPECIFIC REQUIREMENTS OF
MEMBER STATES STOP MIGHT BE NECESSARY DEVELOP
MECHANISM UNDER WHICH PROGRAMMES ALSO UNDERTAKEN ON
BILATERAL BASIS PARA IN ADDITION ABOVE REFER INDIAS
STAND/SUGGESTIONS EIGHTH REGIONAL CONSULTATION MEETING
APEID HELD BANGKOK MARCH 1983 (PRIESTLEY UNDEVPRO
NEWDELHI)

Explanatory note on India's comments read out by Mrs. Grewal at the concluding session

I should like to make clear that the comments of the Government of India conveyed by the UNDP Resident Representative in India should not be interpreted to mean that India values inter-country regional co-operation less. India places a very high value

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on regional co-operation. These comments also do not mean that a multinational programme such as APEID cannot respond to national priorities. We believe APEID has done that very effectively through its consultation process, based on the principle that APEID is designed and implemented by the participating countries; India supports APEID as would be clear from our response to the Evaluation Questionnaire; it is precisely for this reason that India, despite its financial constraints, gave to APEID as voluntary contribution half-a-million rupees in the first cycle, one million rupees in the second cycle, and has under consideration the requirements in the third cycle. The point that our comments make is that a regional programme needs and would need to be supplemented (it cannot obviously be replaced) by inter-country bilateral arrangements; indeed this is already the situation in many countries and should be encouraged. I should like to place on record India's appreciation of the work of APEID and its full support to it.

Appendix C to Part One

STATEMENT OF MR. W. PRATTLE, UNDP REGIONAL REPRESENTATIVE, BANGKOK

Your Excellency,

Distinguished participants, Ladies and Gentlemen,

I feel honoured to have this third opportunity to address the inaugural session of the APEID's Regional Consultation Meeting. At similar occasions in the past two years, I have had the opportunity to convey to this meeting our concern on the important matter of accountability to the donors who support UNDP efforts in technical co-operation. I had also encouraged participants to develop a project that would meet the region's own priorities and objectives, and finally, I pressed for increasing self-reliance.

This is the Ninth Consultation Meeting covering the progress of APEID. I note that its primary objectives during the next seven days will be to review the implementation of APEID's activities during the two years of the third cycle (1982-1983) with particular reference to the UNDP/Unesco evaluation of APEID carried out in 1983, and to make recommendations on APEID's future activities which will serve as guidelines for any relevant revision of the work plan of APEID. I should expect you would wish to assess the performance of the programmes and re-shape them for deriving maximum value and impact.

As you will recall, UNDP's involvement in APEID began in 1975 when the first phase of the project was launched. Today, nine years later, we are in the third phase of APEID. UNDP had originally notionally earmarked \$2 million for the years 1982-1986, but this figure has had to be reduced to \$1.84 million on account of resource constraints.

Certain programme areas were identified as the foci for UNDP/APEID support, namely universalization of education through formal and non-formal means, promotion of scientific and technological competence and creativity, education and work, educational technology through stress on mass media and low-cost instructional materials, and professional support services and training. I am happy to say that the project has, in the first two years of the third cycle, made progress in all activities.

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The fact of the long duration of the project has necessitated a close review of the nature of its inputs and the impact of its outputs. The first Meeting of Government Aid Co-ordinators of the Asia and Pacific region, held in 1981, recognized this and decided that UNDP would report to a subsequent meeting of the Aid Co-ordinators now due in May 1984, on results of the evaluations of a number of projects, including the APEID Evaluation Mission undertaken in 1983. With regard to the Mission Report, the overall impression was that APEID is one of the few inter-country projects which has been completely successful. However, given the large commitment of UNDP funds for this project and the fact that philosophically as well as practically UNDP cannot hope to continue to finance the project at the level of the present contribution for indefinite periods, your attention should perhaps be given to making it self-reliant as soon as possible.

UNDP is very happy to have been associated with the range of activities which APEID has undertaken during the course of implementation of this project, and we have observed with considerable satisfaction the evident resourcefulness demonstrated by the Government authorities concerned in administering this activity.

Part Two

OVERALL REVIEW OF THE PROGRESS OF APEID DURING 1982-1983

1. The overall review of APEID undertaken during the Ninth Regional Consultation Meeting covered the period 1982-1983, which were the first two years of the third cycle.

A. Preparation of the third-cycle plan

2. The programme is based on the basic framework and work plan prepared by the Seventh Regional Consultation Meeting held in 1981. As a preparatory step, the Member States participating in APEID prepared a tentative framework at a planning meeting in April 1980, for carrying out an evaluation of the second cycle and for preparing proposals for the third cycle of APEID. This exercise was considered and commented upon by the Advisory Committee on Regional Co-operation in Education in Asia and the Pacific at its first session in the same month. The Associated Centres and the National Development Groups in the Member States conducted evaluations and prepared proposals, taking into account the suggestions of the planning meeting and the advisory body. A special feature of this exercise was that in justification of each suggestion for inclusion in the third cycle, the national reports indicated projects in the countries which would contribute to and/or benefit from each proposed activity. The Seventh Regional Consultation Meeting on APEID not only based its suggestions on the scope and content of the third cycle on the foreseen potential of the national projects for effective and useful participation in APEID during its third cycle, but also included the list of such relevant projects, by programme areas, in its report.

3. During 1982-1983, the Programme was reviewed and some adjustments suggested as a result of three exercises:

- a) The consideration of the APEID programme by the Advisory Committee on Regional Co-operation in Education in Asia and the Pacific at its second session held in 1982;
- b) The review of the past performance and consideration of future activities by the Eighth Regional Consultation Meeting on APEID held in 1983, taking into consideration also the new developments in educational policies in the participating countries and the relevant parts of the Second Medium-Term Plan (1984-1989) of Unesco;

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- c) In respect of the UNDP component of the Programme, the UNDP/Unesco evaluation was conducted by three consultants during 1983. The countries were consulted through an elaborate questionnaire and some through visits by the Evaluation Mission.

4. There are other influences bearing on the refinement of the plan. The Member States, through personal and written communications, continue to provide useful guidance to APEID in the development of specific action programmes. The technological aspects of each activity as well as the linkages with national actions are formulated through the mechanism of planning meetings and initial consultations with the participating countries before it is launched.

B. Distinctive features of APEID reflected in the third cycle

- a) Although development themes were identified for each cycle, in the earlier cycles, most of the programme areas corresponded to aspects or areas of education like curriculum development, technical and vocational education. The new programme areas cover development themes like universalization of education, education and rural development. The fit between development theme and different aspects of education can certainly be ensured when the 'total system of education' receives attention in relation to a developmental theme, as is the case now in the third cycle.
- b) The weakness of the education system itself to promote or absorb desired innovations in relation to developmental goals of the country has been recognized. Infrastructural development of the system is attempted under three areas: one related to the preparation of personnel; the second to the development of materials; and the last to generation of new ideas and future orientations.
- c) Anticipatory planning and professional support services to innovation were among the special emphases, while the intersectoral co-operation and research and development will continue to be stressed.

C. Unique characteristics of APEID which continue to receive attention in the third cycle

- a) APEID is jointly designed, executed, supervised and evaluated by the participating Member States;
- b) The relationship between the participating Member States is based on equality, mutual learning and self-reliance;

- c) APEID promotes the building of national capacities not in educational development or educational innovations per se, but in designing and introducing educational innovations which enhance contributions of education to national development goals;
- d) The countries involve themselves in this Programme mainly through a network of institutions that they have associated with the Programme and National Development Groups which co-ordinate the work of Associated Centres and liaise with other countries and ACEID;
- e) A country participates in the activities of APEID which are of direct interest to it and from which it is ready to benefit.

D. Growing commitment of the countries

5. The number of participating countries has grown three times from 8 to 24 during the last ten years of APEID's life. The new members joining during the third cycle and participating in APEID for the first time during the third cycle are Turkey, Western Samoa and Fiji; New Zealand and China joined just on the eve of the third cycle.

6. More and more countries are viewing APEID as a resource available to the entire education system. For this reason, they are taking several steps to disseminate information on APEID throughout their national systems through such publications as China and APEID, New Zealand and APEID and Thailand and APEID; or through wide distribution of the national language version of information materials on APEID, such as APEID in Brief, through issuing newsletters on APEID, and through similar other steps. Two countries have resorted to availing of APEID attachments for preparing in national languages equivalent terms frequently used in APEID publications.

7. Countries have made contributions to APEID. The largest amount is made available in the form of services and kind.

8. Japan, the largest contributor, has supported APEID in a variety of forms - staff, mobile team training, hosting activities at own cost and organizing them in collaboration with ACEID and within the framework of APEID. There is no APEID programme area which has not benefited from such contributions.

9. India's financial support has been found to be most useful in supporting universalization of education programme, though it can be and has been spent on other activities under other programme areas. The Republic of Korea's contributions have been used largely

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in the area of science and technology; Australia's in programmes of educational technology and science; and those from Thailand and Iran in support of training and documentation.

10. Since 1975, the number of Associated Centres has increased from 12 to 137. Thirty-five new centres were associated with APEID by the countries during 1982 and 1983. China, New Zealand, Papua New Guinea and the Socialist Republic of Viet Nam nearly or more than doubled the number of their Associated Centres during this period.

11. Two orientation meetings were held for the staff of some newly Associated Centres. The Directory of Associated Centres was extensively consulted in this exercise. The Directory provides information in respect of individual centres on (i) the projects completed, under way or planned; (ii) the publications and instructional materials issued; and (iii) the expertise available for sharing with other centres.

12. A preliminary probe into the potential role of APEID in networking the national institutions engaged in developing new models of secondary education started with the first orientation meeting in 1982. The consideration of policy research, dissemination and future studies came prominently during the orientation meeting held in 1983.

13. In view of the high cost of a regional orientation for newly Associated Centres of China, due to their large number, the Chinese National Commission for Unesco organized a national orientation programme and repeated the kind of activities which were undertaken during the regional orientation in 1982 with the help of the Deputy Director of the Central Institute of Educational Research who attended the aforesaid regional orientation.

14. In view of the importance attached to the participation of the least developed countries (LDCs), a special orientation programme, somewhat similar in form to that for Associated Centres, was organized for Nepal and Laos in 1982.

15. Regional consultation meetings remain, however, the most important forum for review, planning and guidance of the Programme.

16. There has been a growing appreciation of the imperative role of the National Development Groups (NDGs) since these were declared as the kingpins of the Programme by the Second Regional Consultation Meeting in 1975. There have been many measures taken by the countries to review their structure and working. ACEID intends to use the forum of ACEID Newsletter to promote such information exchange on such measures.

E. APEID's growing services through information exchange

17. APEID put out, during 1982-1983, 49 publications or two per month, with 12 more under editing or in press. These materials have been supplied on request to 1,750 addresses. Apart from the Member States of Unesco in the region, leading universities, research and development institutions, libraries and the agencies involved in educational development in the countries or internationally, located in 37 countries outside the region, also received APEID publications on request.

18. Reflections on new concerns and growth points have been covered in occasional papers, syntheses of the outcomes of joint innovative projects, technical brochures, reports of workshops, and case studies, and have been carried in the ACEID Newsletter. A Directory of Associated Centres and information 'briefs' updated every year have contributed to promoting the exchange of experiences and resource persons.

F. Conceptual frame for APEID work plan for the third cycle

19. As two years of APEID's third cycle have been completed, a conceptual framework for the work plan has emerged. Anticipatory planning was one of the new emphases which had been suggested by the planning group meeting on APEID's third cycle in April 1981. Three projects are contributing the conceptual framework for the work plan. These include: alternative futures and education (Programme Area VIII); co-ordination of policies of education and those of science and technology, culture and communication (Programme Area VIII); and the development of training strategies and plans to implement changes in structures and personnel profiles of the education system (Programme Area VII).

20. At a different conceptual level - science for all; new models of secondary education; computers and education; and redefinition of the concept of 'universalization' to include not only access but also completion rate and achievement, are strongly influencing the substantive aspects of a large number of activities.

G. Activities

21. During the years 1982-1983, APEID regional activities totalled 70 - an average of three per month. Seven hundred and forty-five educators and other professionals involved in educational innovations participated. Thirty-six national activities (an average of 1½ per month) were held in which 1,300 educators participated. A variety of other national follow-up programmes were undertaken by the countries from their own resources or from their country projects.

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22. Brief descriptions of activities by Programme Areas are given below.

23. Wherever relevant, the work completed before 1982 has been given briefly as an introductory statement to the progress made during 1982-1983. Selected activities proposed to be implemented during 1984 have also been included, if such activities mark an important stage in the utilization of the outcomes of 1982 and 1983 activities or represent a major new development in a programme area.

Programme Area I: Universalization of Education: Access to Education at First Level by Both Formal and Non-formal Means

24. The area reflects some important new concerns and new ways of dealing with universalization, namely, that:

- i) Universalization should not be limited to access, but cover also completion rate and achievement;
- ii) Attention should be focused on the problems of recognized categories of disadvantaged groups, and ways should be found to deal with their problems of education, in the light of the nature and circumstances of each category;
- iii) Health and nutrition should be regarded as an essential component of education at the primary level; and
- iv) Evaluation should be built in to each activity.

1. Review of researches, policies and plans

25. National studies and workshops held during 1982, and a technical group meeting convened during 1983, were devoted to the collective review with particular reference to the needs, problems and growth points in respect of the problems of learning, particularly in the context of education of disadvantaged groups.

26. Comparative study of policies, pilot projects and plans of universalization: 12 countries prepared national studies during 1983. All aspects of universalization - access, completion rate and achievement were covered. Special consideration was given to the problems of education of disadvantaged population groups, their circumstances and evaluation of strategies for coping with their problems. At the regional workshop (November 1983), most promising approaches in respect of each category were identified. The meeting also prepared the materials for use in developing a working paper for the Ministers Conference to be held in December 1984. Four

countries also organized national workshops which were either designed to plan these studies or to analyse their outcomes.

2. Raising the achievement level

27. During 1983, a task force considered the outcomes of researches on learning at the early stage for the purpose of training of teachers, involvement of parents and community, and orientation of educational administration and supervision. The proposals for 1984 provide for a joint innovative project in line with this overall design.

28. Two technical working groups during 1983 considered the state of knowledge for coping with the learning problems of children at the primary stage. One group explored needs for training educational personnel. Five countries were supported to hold training workshops during 1983 and early 1984 to train national staff in the areas of critical importance as perceived by individual country participants in the light of the work of the group as a whole. The second group reviewed researches on child development and learning at the early primary stage and identified problems for action research, results of which could immediately be fed into concrete action plans by the countries. Participants from eight countries expressed interest in undertaking a joint innovative project focused on the early primary stage. This would be one part of the proposed joint innovative project referred to earlier.

29. Development of materials for raising the achievement level at an early primary stage was the subject of a regional seminar during 1983. A comprehensive project - Ready to Read - has been under operation in New Zealand, and its outcomes have been positively evaluated. Later on, a regional seminar organized in New Zealand, and its outcomes have been positively evaluated. Later on, a regional seminar organized in New Zealand on textbooks and reading materials had, as its primary focus, the development and effective use of the reading materials in relation to 'beginning reading'. The outcomes of this meeting have been followed up in several countries. Provision has been made during 1984 to support national pilot workshops in some countries, and provide training to the staff from countries which did not participate in last year's seminar to enable them to convene workshops in the countries during the latter part of the year.

30. At the National Institute for Educational Research (NIER), Japan, during 1982, a regional activity, which was organized within the framework of APEID, prepared suggestions and guidelines for preparing resource kits. A task force organized earlier, at Bangkok, had prepared guidelines and exemplars for repackaging of multi-media materials. Outcomes of both activities will be used in the context of joint innovative projects.

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31. Disadvantaged groups have been the focus of attention in all APEID activities, particularly under this Programme Area.
32. One group, which has received priority, both in respect of primary education and vocational education, is the rural population. The highlights of the programme are included under the Programme Area 'Education and Rural Development'.
33. The Programme Area also deals specifically with the problems of girls' education. This aspect of universalization was strongly highlighted by the Eighth Regional Consultation Meeting also. As many as three different activities would be implemented during 1984: first with a view to mobilizing public attention and support; second for preparing materials for training of educational personnel; and third for supporting national activities to create nuclei of trained staff.
34. The national study reports prepared by countries (referred to in para 25) have indicated several projects which deal extensively with the problem of girls' education. Education of girls and women became a more major concern during 1982-1983, not only in Programme Area I, but also in all other Programme Areas.
35. Within the framework of APEID, the Japanese National Commission for Unesco and the National Institute of Special Education of Japan organized two regional seminars on special education for the handicapped; one dealing with educational materials and assessment instruments and the other with educational diagnosis and assessment.
36. Mobile training teams in special education were also arranged for the interested countries, one every year.

3. Health and nutrition

37. During the first and second cycles of APEID, health and nutrition was one of the development themes to which APEID activities were related. Numerous regional and sub-regional workshops on curriculum development and on rural development covered this aspect. The first activity dealing exclusively with health and nutrition education was, however, organized as late as 1980.
38. During 1982, two countries organized training workshops for training their staff with the help of the staff of other departments/agencies.
39. In 1983, a regional writing workshop prepared a manual and lesson units. Six countries organized national workshops for teacher training in health and nutrition education. Inventories

of projects on health and nutrition education have been published, and a source book on health and nutrition education is under preparation.

Programme Area II: Promotion of Scientific and Technological Competence and Creativity

40. The science activities can be broadly classified into three areas. First are the activities which provide basic science and technology education for all school children, children out of school, and youth and adults without or with inadequate knowledge of basic sciences. The second set of activities covers the improvement, modernization and further development of science education for those who intend to specialize in science or in a technological field for which scientific background is necessary. A third group consists of the individuals with potential for developing into creative scientists and researchers. The classification is a rough and ready one: the future scientists and the researchers need a background of general science and exposure to scientific developments in fields other than their own; creativity is an aspect of education and of science; and any course worth the name should endeavour the development of creativity and entrepreneurship, research orientation in the learners.

41. The science area is also concerned with the development of health and nutrition. The activities undertaken in this area have so far been related either to primary-level education and are therefore covered under Programme Area I; or these have been a part of the programme of science for all or biology.

42. Similarly, integrating science and mathematics courses with the technical and vocational education courses has also been a concern under the area of Science Education and is closely linked to the area of Education and Work. The concerned activities have been reported under the last section of this area.

1. Science for all

a) Main activities

43. A series of activities under APEID's new thrust - science for all - was begun in 1982. As a first step, a planning meeting of scientists and science educators was held in 1982. The meeting developed a rationale for 'why', 'what' and 'how' of science for all and recommended the programme elements for the proposed regional meeting, including preparatory work. As a follow-up, studies on the position of science education in 24 countries of the region were prepared.

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44. The regional meeting was organized in September 1983. The meeting identified major trends, problems and issues in this regard; identified target groups within the total population to be served; determined the nature and scope of 'science for all'; suggested methods of delivery for the identified target groups; and developed a framework of a regional plan of action. The report of the meeting has been published. The national studies have been edited and are now under print as a special issue of the Bulletin of the Unesco Regional Office for Education in Asia and the Pacific.

45. The basic elements of science for all covered during 1982-1983 include two activities for specific groups.

b) Public understanding of science

46. A regional workshop for key personnel concerned with out-of-school scientific activities by young people, held in 1982, discussed the role of scientific activities, in both formal and non-formal education programmes, reviewed experiences, trends, problems and issues, and suggested development of a training handbook with proposals as to its content.

47. In 1983, key personnel in science museum activities from Bangladesh and Thailand visited various museums for science and technology in the Republic of Korea.

c) Mathematics education with focus on the primary stage

48. A regional design workshop on mathematics education, the first major activity focused on this subject, and organized jointly with the NIER, Japan, during 1983, reviewed and analysed the present state of the art, identified crucial issues, problems and innovative experiences and proposed strategies for future development of mathematics education in the region.

2. Developing scientific and technological competence and creativity

a) An overall review and improvements, by discipline areas

49. The activities included: a review of the present status and suggestions for strengthening and updating of curricula, teaching methods, laboratory work and teacher preparation in physics, biology and chemistry. Secondary-school level has been the focus of attention in these activities.

- 1) Regional design workshop on chemistry curriculum and teaching materials: Organized in 1982, the workshop reviewed the curricula in chemistry for secondary-school education in its various aspects, such as laboratory

work, pupil evaluation, interface of chemistry with other science disciplines, training of teachers. The workshop developed a set of guidelines for improving chemistry teaching. As a follow-up, five countries held pilot training workshops during 1983 for developing curricular materials suited to local needs.

- 11) Sub-regional writing workshop in physics: Organized in 1982, the workshop imparted skills in preparing teaching-learning and training materials focused on open-ended experiments, refined the units prepared earlier by the participants, and suggested a format for writing open-ended laboratory experiments based on a guided discovery approach.
- 111) Sub-regional workshop on biology education: As a follow-up of the workshop for developing modular instructional materials held in 1981, national workshops for development of instructional materials suited to local conditions were organized in five countries during 1982-1983.

b) Training in critical skills areas

50. Mobile team training: A mobile training team was fielded for Thailand in 1982 which assisted the country in training a cadre of 161 key personnel for developing reliable evaluation instruments and construction of test items in science and mathematics. The national faculty was assisted by two resource persons from Japan and the Republic of Korea for conducting the training course.

51. Sub-regional workshop: A sub-regional workshop for development of training materials in selected laboratory techniques was organized jointly with SEAMEO-Regional Centre for Education in Science and Mathematics (RECSAM), Malaysia, during December 1983. The workshop identified the major laboratory techniques used in the teaching of science at the secondary school stage and developed exemplar training materials for 19 techniques covering the areas of physics, chemistry and biology.

52. Attachments: Through the attachment programme, facilities were provided for nine staff members of various Associated Centres to develop skills relating to the preparation of instructional materials and evaluation techniques relating to the various disciplines of science.

3. Equipment for science education

53. An inter-country study visit for specialists involved in the design, development and production of school science equipment

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was organized during September 1983 to equipment centres in India, Pakistan and Thailand.

54. Under the 1983 mobile training team, the National Council of Educational Research and Training, New Delhi, India, trained a cadre of 27 nationals from different states of the country in developing science equipment for the primary stage, particularly from local resources, and the management of school workshops manufacturing science equipment and kits.

55. Training facilities were provided to four staff members of Associated Centres to develop skills in the design, development and production of school science equipment through attachments at RECSAM.

4. Nurturing of scientific and technological talent

56. An activity has been designed for implementation during 1984 for the benefit of the countries with such programmes. So far, national needs were served only through attachments, or availability of resource persons.

5. Upgrading of basic sciences related to technical and vocational education

57. In 1981, a special project was funded by UNDP for the least developed countries (LDCs) (Afghanistan, Bangladesh, Bhutan, Lao People's Democratic Republic, Maldives, Nepal). Regional training courses were organized in physics and chemistry during 1981. A regional training course in mathematics, covering various areas of mathematics and pedagogical aspects of mathematics teaching, and another regional training course in biology, aimed at introducing the participants to the new development in biology education, new interpretation of existing concepts and theories, upgrading of the content knowledge and of laboratory skills, were held during 1982.

58. All the participating countries, except Bhutan, organized during 1983, in-country training courses either for selected secondary school and vocational and technical school students or for science and mathematics teachers teaching in these institutions.

59. In addition to the above, and as a follow-up of the previous studies made during 1980-1981 on the development of integrated science and technology courses relevant to vocational and technical education, a 'Study group meeting on development of integrated science and technology courses relevant to technical and vocational subjects' was organized jointly with RECSAM in April 1982.

Programme Area III: Education and Work

60. This area is divided into two parts: one dealing with reorientation of secondary education, and the other with vocational and technical education.

61. The reorientation of secondary education with a view to relating education and work has received added emphasis since the establishment of the work plan, because of the growing interest in the Member States. The value of work experience in secondary schools is viewed in a broader context - work education as a means of development of values, decision-making skills and entrepreneurship. More recently, its organic links with other elements of secondary education are being emphasized.

62. As for vocational and technical courses, the exchange of experiences in the development of curricula and instructional materials for the basic engineering disciplines like civil engineering, mechanical engineering, electricity and electronics had been completed before the beginning of the third cycle. A regional activity on business education had also been organized.

63. The activities during 1982-1983, therefore, focused on teacher training, training the staff of technical teacher training institutes and prepared suggestions on the development of courses and teaching methods for science and mathematics curricula in vocational and technical institutes.

64. The highlights of this period for each area could be briefly summarized as under:

1. Reorientation of secondary education

a) Planning: During a planning meeting convened in 1982, great emphasis was placed on the overall development of personality without ignoring orientation to skills. In the light of suggestions made by the planning panel, studies in keeping with the aforesaid orientation - were made about their current programmes and future plans by five countries.

b) Study visit: A study visit was organized in 1983 during which participants of six countries made an in-depth study in Japan and the Republic of Korea, of their policies, projects, pilot institutions noted for innovative work experience programmes such as reflecting the new concerns using work experience as a means of developing work ethics, values and habits as well as raising the level of cognitive achievements.

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c) Training: Under mobile training teams, Thailand and China were provided opportunities for review of experience of other countries in the new spirit of work experience and teaching of vocational courses in secondary schools and, thereafter, assisted in organizing workshops for training a corps of people and developing materials.

During 1984: At the suggestion of several Member States, it is also proposed to initiate a joint innovative project on the new models of secondary education.

2. Vocational and technical education

a) Teacher training: Two activities were organized by the National Institute for Educational Research (NIER, Japan) in the context of APEID on the subject of training of teachers for vocational and technical education. The reports have been published.

b) Training of teacher educators: During 1982, a mobile seminar was organized for technical teacher educators for improving or introducing courses for personnel to meet three critical needs, namely, 'development and organization of sandwich courses', 'development of modular instructional materials' and 'the planning and organization of non-formal education programmes by educational institutions'. The participants visited and reviewed the selected projects of the Republic of Korea, Philippines, Singapore, Thailand and India, and worked out implications for the training of teacher educators in their own countries.

c) Science and mathematics teaching: A study group meeting prepared a curriculum frame and suggested training methodologies with examples, suitable for science and mathematics teaching in vocational and technical institutes.

Programme Area IV: Education and Rural Development

65. The area is addressed to the enhancement of education's contributions to the development of rural areas, promotion of relevant educational programmes for the rural population, orientation of administrators and policy makers involved in rural development to the need for incorporating education in policies and plans for rural development, and training and orientation of teachers and other educational personnel in the development of relevant educational programmes and activities. A core concern would be the enhancement of institutional capacities and preparation and use of appropriate educational programmes for children, youth and adults. The co-operative approach, involving interdisciplinary teams of educationists and professionals of other sectors, and continual research on and evaluation of policies, programmes, content and teaching-learning, is another important element of this programme area.

1. Issues, problems and growth points

66. A number of studies were completed by scholars and institutions by the end of 1982. These have been synthesized.

67. During 1983 and early 1984, analytical studies have been made, outlining the outcomes of research/evaluation related to education for integrated rural development. These will be reproduced in an abridged form to serve as supplementary material for use in planning and training.

2. Orientation programmes for policy makers and planners

68. The activity will promote exchange of information and materials to facilitate co-operation; and research and policy studies into linkage between formal and non-formal education and community participation.

69. During 1983, multidisciplinary seminars were held within the context of APEID in the Philippines and India. The Philippines involved nominees of 27 agencies and institutions in reviewing the policies, programmes and projects. In India, three sub-national workshops in different parts of India will precede the planning of a national workshop, which would be completed by end of March 1984.

70. Earlier, the first multidisciplinary national seminar on the educational components of Saemual Undong was held in the Republic of Korea. A manual and source book for policy makers and administrators will be developed on the basis of the outcomes of this activity.

3. Enhancement of institutional capabilities

71. This activity also covers development of learning programmes for children, youth and adults.

72. The Agricultural and Forestry Research Center of the University of Tsukuba, Japan (APEID's Associated Centre) has organized Asian Seminars on Agricultural Education, within APEID's framework, on the following themes to develop specific skills:

1982 - Present situation, development programme and role of education in agriculture of Asian countries

1983 - Problems of technological innovation in crop production in Asian countries

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73. Another Associated Centre of APEID in Japan, Obihiro University of Agriculture and Veterinary Medicine, has organized annually Asian Seminars on Education for Rural Development on the following themes:

1982 - Education for rural development with emphasis on topics related to the teaching of crop protection

1983 - Education for rural development with emphasis on topics related to the teaching of agricultural machinery

74. The seminars organized by the agricultural university centres of Japan are based on identified and expressed needs of the participating countries, as indicated by the participants and as reflected in the papers which they present at the seminars.

75. In co-operation with INNOTECH, a study group meeting was organized on the alternative delivery system of education, with particular reference to the alternative delivery system for the poor in respect of scientific and technical knowledge on agriculture and nutrition.

76. A study visit to the project on delivery system for the rural poor and some other innovative programmes involving multi-sectoral approach, and contributions of local education staff, was organized during 1983. The experiences of the approach and relevance of instructional materials were reviewed at the end of the study visits.

77. During 1984, an activity will be addressed to the relevance of education in rural environment and take the form of an evaluation of selected innovative national experiments. Under another activity, preliminary explorations will be conducted for the purpose of developing a scientific and practical outlook for technological progress and solution of the problems through adaptation of teaching of science and technology in rural areas. Still another activity envisages identification of educational projects and development of experimental projects to improve the contributions of the village school in the service of the rural community.

4. Involvement of teachers and related personnel

78. In order to enable teacher training institutions and other centres (i.e. Curriculum Development Centres) to institute pre-service and in-service training courses in education and rural development, APEID has already developed through a series of

interdisciplinary meetings and contributions of selected Associated Centres:

- a) core curriculum;
- b) modular instructional materials, developed by Associated Centres and finalized at a regional meeting of authors; and
- c) a publication on the use and adaptation of the above materials.

79. This material was considered relevant and feasible for use by teachers by WCOTIP which invited the attention of teachers to it, during 1983, for its use in the decision of the 9th Annual Conference of the Asia and Pacific Region to involve teachers in the programmes of education for rural development.

80. In 1984, preparation will be made for holding a regional conference in 1985 for networking of national projects for pre-service and in-service training of multidisciplinary educational teams. The planning group to be convened for the purpose during 1984 and the technical documentation to be prepared would, inter alia, identify the skills and development of programmes for different categories of persons, on a continuing basis.

Programme Area V: Education and Urban Development

81. No specific activities were undertaken in this area, since only one Associated Centre of APEID is at present undertaking a project in this regard. However, the problem of slum areas has been included in other Programme Areas such as Universalization of Primary Education, and it is intended to promote national studies on education and urban development in the context of alternative futures and education under Programme Area VIII.

Programme Area VI: Educational Technology with Stress on Mass Media and Low-cost Instructional Materials

82. During the first two cycles, the emphasis of the educational technology area was on development of materials as a service function to the other education areas like curriculum development, teacher education, science education, educational management. Activities were, however, promoted for exchange of experiences and joint development of strategies for organizing educational technology services.

83. Some basic work was done on the use of mass media, particularly radio and television, and a preliminary study was made on the applications of advanced technologies.

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84. The most important work completed by 1981 was the holding of a series of activities on the design, production, use and adaptation of low-cost instructional materials related to the primary and secondary education and teacher training for these levels. Through a series of regional and sub-regional workshops and national studies, a considerable body of knowledge was synthesized and created.

85. The emphasis of the activities during the third cycle is on the development of systems and structures. Apart from the technologies which were covered earlier, textbooks and reading materials, distance learning and computer use and applications have been the main new lines of development.

1. Low-cost instructional materials including textbooks and reading materials

86. Organized in 1983 in collaboration with the Department of Education, New Zealand, a regional seminar focused on the development, production, distribution and use of textbooks and other reading materials for the early primary stage. A comprehensive approach was followed. The training of various categories of educational personnel, orientation of parents and communities were studied. The existing arrangements in the participating countries for research, policy design, development, production and distribution of textbooks were also considered and an evaluation instrument designed. A follow-up on the seminar is expected to make a great contribution in the context of national efforts for raising the achievement level at the primary stage.

87. A sub-regional workshop would be organized for the benefit of countries which could not participate in the aforesaid seminar. The participants would be from those critically placed in the development of textual and supplementary reading materials for the primary stage. A provision has been made for supporting national follow-up activities in these countries.

2. Distance learning

88. The distance learning at the school stage and for the training of teachers has emerged as one of the most rapidly developing modes of education in a large number of countries in the region. The first regional activity, a study group meeting held in 1982, focused on the review of existing structures and development of suggestions and exemplars to enable the countries to either set up new structures or revitalize the existing ones.

89. The second, a regional seminar held during 1983, brought together educational pioneers in distance learning from eight

countries of the region. They developed a curriculum frame and selected training materials (out of the existing resources of the distance learning centres) for imparting training to different categories of the staff of distance learning centres. These materials have been further developed and used in the national workshops held by five countries during 1983 and early 1984.

90. Using the materials developed so far and available expertise of the region, it is proposed to prepare a manual and revise exemplar training materials. These materials will be used in providing training through a sub-regional training workshop to enable senior distance educators from eight countries to enable them to hold national workshops later on for training of corps of people for the needs of their distance education centres.

3. Application of computers to education

91. In 1983, the report of a meeting organized in 1982 for discussing the applicability of advanced technologies was published. In 1983, the use of video education and the application of computers to education became the subject of the regional seminar conducted by the Japan Council of Educational Technology Centres with its own funding. A senior staff member of an Associated Centre was provided an attachment for studying the application of computers in data processing and to research. A mobile team training facility provided to the Republic of Korea was used partly for exploring the use of computers in education.

92. The services of a resource person were provided to the Philippines for a middle-level training course in the use of computers for the benefit of selected staff of Associated Centres at a national workshop. Similarly, the University Sains Malaysia was provided the services of a resource person to develop a programme of training to be launched during 1984 with focus on application of computers to mathematics and physics teaching at a senior high school level, and the linking of computer use to other media. In Kuala Lumpur, the national education authorities as well as staff of the Associated Centres in Malaysia also held consultations with the resource person to review the future plans for the use of computers.

93. During the current year, mobile team training provided to China is also focusing partly on the use of computers in education. After the team training is over, the services of one of the two resource persons who have assisted China would be used by Thailand for discussions and consultations. A survey and seminar on multiple future use of computers in education are scheduled for 1984.

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4. Local resource centres

94. Local resource centres, with different levels of professional support services of varied types, have been established by many countries of the region.

95. Brief case studies of selected centres providing professional support services, including local resource centres, have been compiled. A study group will discuss the national experiences and visit some innovative projects in the host country (see item 3 under Programme Area VII).

96. Local resource centres for guidance and support of distance learning students were the subject of a detailed study as a part of the agenda of the study group meeting on distance learning systems and structures held during 1982. The existing national practices and guidelines for further development of local resource centres will be a part of a three-volume report of the activity to be published during 1984.

5. Promotion of effective use of educational technology

97. Effective use of educational technology based on examination of factors inhibiting or enhancing its effective use has been the subject of several APEID activities during 1982-1983. A regional workshop to be held during 1985 will exclusively focus on this theme, with particular reference to expanding and improving the use of educational technologies by teachers.

98. The outcomes of two task force meetings, held during 1982 - one on the repackaging of multi-media package, and the other on the development of mini-courses - would constitute a useful resource. The development of teachers' resource kits on primary-level teaching (an activity organized and funded by NIER during 1982) will be reactivated, now that three separate activities on raising the achievement level at the primary stage and coping with the problems of learning at the early primary stage have generated enough knowledge base to attempt the development of the kit on a sounder basis than was possible earlier.

99. Further development of low-cost educational technologies, production of training manual for teachers, training and orientation of teachers and other educational personnel have now been 'adopted' as national concerns by the countries in a variety of forms. During 1982, Bangladesh initiated a project to produce a training manual; RECSAM used the APEID publications on the subject in a regional training course; Indonesia translated the second volume of the inventory of low-cost instructional materials for experimental use in 100 small schools; India has continued to produce materials

in various forms, since availing of the mobile team training devoted to this subject in 1981; Pakistan got sets of materials during 1984 for use in a national workshop; and Maldives has requested for the services of a resource person for holding a national training workshop early in 1985.

Programme Area VII: Professional Support Services and Training of Educational Personnel

100. The activities were addressed to the development of:

- i) a conceptual framework for the programme area with reference to the training needs in the light of technological and social changes interacting with the education systems;
- ii) pre-service and in-service education of teachers, officials and specialists in terms of the characteristics of new educational structures and qualification profiles of educational personnel and other urgent concerns of the countries;
- iii) structures and services for professional support to teachers and other educational personnel, particularly at the local level;
- iv) innovations in in-service education of teachers and co-operation among educators and other professionals; and
- v) recruitment and career development of educational personnel.

101. Monitoring, technical support, on-the-job training at Associated Centres and generation, publication and dissemination of information are built into the design of individual activities.

1. Conceptual framework for the Programme Area

102. A Regional Design Meeting, convened during 1982, reviewed the major on-going technological and sociological changes, and explored their interaction with the education system, taking into account developments in the field of communication technologies, pedagogical science and innovations in management.

103. The Meeting worked out the effect of the above changes in respect of the need for redesigning educational structures and qualification profiles of educational personnel.

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104. The report of the Meeting was published and has been used in the conduct of national studies and a sub-regional training workshop held during 1983. For policy makers and educationists in general, a simpler account has been produced, as occasional paper. The paper, written by Prof. Phillip Hughes, in close co-operation with the Unesco Regional Office, provides an overall view of the work done on this theme during the second and third cycles of APEID, as well as some related work done elsewhere.

2. Initial and continuing education of teachers, specialists and officials

105. Under two sets of activities, training plans complete with manual (or strategies) content, materials and programmes have been prepared and training organized at the sub-regional or regional levels.

a) Training to implement the qualification profiles

106. This is phase two of the activity devoted to the development of an overall conceptual framework and guidelines (see item 1) for redesigning structures and establishing new qualification profiles.

107. During 1982-1983, five countries prepared draft qualification profiles and training plans, complete with draft manuals and materials on (i) classroom teachers and teacher trainers; (ii) administrators of teachers' colleges; (iii) principals of schools and administrators; (iv) personnel of school management and district and local level boards and headmasters; and (v) 13 categories of the staff of distance education centres such as researchers, script writers for broadcasts, correspondence material writers.

108. In 1983, a sub-regional training workshop reviewed the national studies and developed a manual for educators to help them organize training programmes, in respect of the categories of staff detailed above. Volume I of the manual has sections on (i) interaction between social changes and education system; (ii) design and implementation of training programmes of educational personnel; and (iii) use and adaptation of the manual; and Volume II contains a portfolio of national studies and materials, as revised and refined by the workshop.

b) Training to prepare officials and specialists to effectively introduce integrated curriculum at the primary stage:

109. At a regional planning group meeting held in 1982, the participating countries recommended the training of officials and

specialists in two areas, namely: (i) distance education (which is covered under Programme Area VI); and (ii) introduction of integrated curricula in primary schools.

110. The integration of curricula at the primary stage was the subject of a joint innovative project, which was completed in December 1981, and the report of which was published in 1982. Countries were interested in training and orientation of staff so that professional and administrative support could be ensured for the successful introduction of new curricula.

111. A regional seminar, held in 1983, produced two sets of training materials for use in the national workshops for training of support staff (specialists, administrators, etc.) in introducing an integrated curriculum at the primary education level. These are:

- 1) Guidelines and checklists for the organization of training programme and development of materials; and
- 11) Selected exemplar materials.
3. Development of professional support structures and services at the local level

112. In recent years, inter-institutional and other co-operative networking structures have been established in the region. They provide professional support and resources to schools at the local level. In collaboration with scholars and associated institutions, studies on structures such as cluster schools, leader schools, decentralized resource centres, mobile training arrangements, have been compiled.

113. A study group meeting, with provision for visits to selected structures in the host country, has been scheduled to be held this year. The study should lead to a comparative look at these structures, covering their objectives and special characteristics, range and organization of services, evaluation of their impact, and suggestions for revitalizing the existing and creating new structures and procedures for improved professional support at local levels.

4. Innovations in in-service education and co-operation among educators and other professionals

114. The project has two series of activities: (i) follow-up on the joint innovative project on in-service education, completed in December 1981 and further actions on its outcomes; and (ii) comparative study on co-operation among educators and other professionals in successful innovations, including community involvement.

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a) Follow-up on joint innovative project on in-service education

115. During 1982, the report on the joint innovative project on in-service education was published and disseminated widely.

116. During 1982, countries interested in the pilot testing of strategy and materials prepared in the light of recommendations of the finalization meeting on joint innovative project were assisted in try-outs and development of further materials adopting an evaluation design which would provide sharable experiences at a regional level. Similarly, papers were invited from other countries on evaluation of their in-service education programmes of an innovative nature.

117. During 1983, a regional workshop focusing on new models of in-service education critically examined this applied research on teaching-learning strategy in in-service education, and came up with suggestions on the rationales, strengths and weaknesses of alternative approaches. The outcome of the meeting will be used to sponsor national workshops, during 1984, on school-based in-service training of educational personnel. Also a provision has been made for supporting during 1984 national advanced-level workshops to develop training strategies, programmes and materials, with special focus on learning problems of children in the deprived environment to develop competencies among the primary school teachers to cope with the drop-out problem.

b) Study on co-operation among educators and other professionals in successful innovations, including community involvement

118. The outcomes of national studies and regional and national workshops have covered, inter alia, co-operative approaches as well as mechanisms of co-operation, including community involvement, in successful innovations, in particular, concerning (i) education and rural development; (ii) health and nutrition education cum action programmes; (iii) science and technology education; (iv) sandwich and non-formal courses in industrial training; and (v) universalizing education at the primary stage among disadvantaged population groups. A series of multidisciplinary, multi-sectoral operational seminars which concluded in March 1984 will provide additional instances. A study will be attempted towards the end of 1984, or beginning of 1985, to prepare a critical analysis of experiences.

5. Recruitment and career development of educational personnel

119. The area has been expanded to cover some of the emerging problems affecting the career prospects of teachers, teacher trainers and other personnel.

120. Under Programme Area I, specific attention has been given in national studies to the question of recruitment, training and retention of teachers and alternative policies and strategies adopted by the Member States for the solution of problems.

121. Work done in Programme Area VII on new structures and qualification profiles would be useful as a starting point for national-level studies on projected country situations and the development of career profiles. Existing studies will, however, be collected and action on implementation of the 1966 recommendations promoted in consonance with Unesco's overall plan on this subject.

122. During 1983, the services of a consultant, specifically identified by the Government of Thailand, were provided for consultations on the future shape of teacher training institutions in Thailand as a result of the fall in the demand for teachers. The staff of ACEID were also available for exchange of views on the subject during the period of the study. In collaboration with the national expertise and staff of the Ministry of Education, the consultant presented a report suggesting alternative forms and uses for the institution and its staff in a future-oriented framework.

Programme Area VIII: Co-operative Studies, Reflections and Research
Related to Educational Development and Future
Orientations

123. This Programme Area is concerned with the development of infrastructure for the development of national capacities for the generation of new ideas, testing of new approaches, formulation of mechanisms and approaches for co-ordinating policies on education, culture, science and technology, and communication; anticipating and contributing towards the development of desired futures.

1. Futures and education

124. Why study 'futures'? According to a regional meeting convened in 1983, the aims of such a study are: (i) to identify possible alternatives to be emphasized and developed; (ii) to build a capacity to recognize problems and difficulties before they become too serious; and (iii) to assist people and organizations to become future-oriented. The meeting was attended by participants from seven countries which had already prepared national studies, synthesizing the work done earlier in their respective countries. These studies represented a good coverage of techniques of social analysis, of identification of values and goals, and their implications for the objectives, structure and content of education. The meeting suggested that the countries designate nodal institutions which should act as centres of fundamental reforms on learning and

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teaching and on new paradigms of future studies. These institutions may themselves also undertake work on some inclusive issues such as education and the quality of life, peace studies, and education and values. Such institutions should involve the user organizations in their work which could include education departments and school systems, teacher education institutions, government bodies, curriculum and research centres.

125. Based on the priority concerns as expressed by the participants in their countries, the meeting also identified and elaborated four thematic studies which might be explored in different countries: education and communication; education and technology; education and polity; education and employment; work and leisure.

126. The follow-up action undertaken or contemplated by some of the countries has been monitored. Provision has been made to assist the interested countries to work on one or more of the themes identified for further exploration.

2. The state of the art in research and evaluation: Reflections and studies

127. In 1982, a regional workshop, hosted by the National Institute for Educational Research, Japan, reviewed and exchanged experiences on the development of research related to the implementation and evaluation of reforms, and reflected on preparatory strategies, participatory and anticipatory strategies for development of research. The workshop also gave considerable thought to infrastructure development and to the reinforcing of the role of Unesco.

3. Inter-relationship between education, culture, technology and development

128. This theme has been explored under the activity related to alternative futures and education. The activity envisaged here will focus on the co-ordination of education policies with those of science and technology, culture and communication. These studies will be undertaken during 1985 by appropriate institutions through interdisciplinary teams within the framework of long-term economic and social development policies of the respective countries.

4. Strengthening of national capabilities in information systems and techniques with reference to research and project development

129. In 1983, a regional seminar organized by NIER in the framework of APEID, provided a forum to initiate a study for reinforcing and systematizing the sharing of educational research outputs in the region.

Review of progress 1982-1983

130. In 1983, Bangladesh availed of an attachment programme on computer applications to educational data base management and research. This was hosted by the Japan Council of Educational Technology Centres.

Concluding note

131. Suggestions made by the participants for strengthening and re-directing the Programme are incorporated in Part Four - I.

Part Three

MAJOR EDUCATIONAL POLICY TRENDS AND DEVELOPMENTS IN THE MEMBER COUNTRIES OF APEID AND REPORTS BY REGIONAL/INTERNATIONAL INSTITUTIONS

1. The participants from 20 countries presented the policy trends and significant developments in their countries. They particularly called attention in their presentations to the trends and developments which were related to the scope of APEID - such as innovations in school-level education (formal and non-formal) which enhance education systems' contribution to developmental goals and priorities of the individual participating countries.
2. A summary of the statements presented for the purpose of this Meeting is contained in this section.

AFGHANISTAN

National policy

3. National policies in all aspects of social, economic and cultural life of the country envisage:

- 1) eradication of illiteracy;
- ii) expansion of (a) education on a large scale; (b) health and nutritional education; (c) science and technology; (d) culture and arts, physical education, sports and vital services in a continuous manner.

Plans and programmes

Universalization of education

4. The programme of action for reaching possible rapid transition to universal primary education, covers the following elements:
 - 1) Special consideration to disadvantaged groups/areas: rural, isolated and remote places, and educational opportunities for special groups of population like nomadic people, minorities and disabled, destitute and homeless children;

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- ii) Attention to the development and extension of female education in order to strike a proper balance between male and female education in the country;
 - iii) Provisions of educational opportunities for the children of nomads and minorities in the country, such as through mobile schools for nomads;
 - iv) Special classes arranged in the existing primary schools to teach children in their mother tongue;
 - v) The establishment of a training centre for examining the administrative and management process under the Planning Department (sponsored by Unesco/Kabul); delegating more authority to the provincial directors of education and principals of the primary schools;
 - vi) Reducing or eliminating wastage by expansion and improvement of pre-service and in-service teacher education;
 - vii) Renewal of textbooks; stimulation of the interests and talents of pupils; application of continuous assessment system.
5. Provision of favourable conditions and proper opportunities to school drop-outs has been made to enable them to re-enter the functional literacy schools as also complementary education programmes and the programmes for out-of-school children, particularly for women.
6. Buildings, and development of curriculum and teaching materials, have received much attention. Research needs to be strengthened.

AUSTRALIA

7. In considering policy trends in Australia, it needs to be kept in view that education in Australia is a state rather than country responsibility. The policies presented here have been selected with particular reference to:
- i) the Australian portion in relation to the Unesco Medium-Term Plan (1984-1989); and
 - ii) the Asian Programme of Educational Innovation for Development (APEID).

Major educational policy trends and developments

International perspectives

8. In education, as well as in the social, political and economic areas, Australia sees its present-day situation and its directions for the future as a member of the Asian and Pacific community. Whilst Australia retains a commitment to the world at large, it favours regional action to bring together countries with common concerns. Australia therefore has moved steadily and purposefully towards membership of the Asia and Pacific region. Australia, along with New Zealand, has taken steps at the 1983 Unesco General Conference to formalize its movement to this region.

9. Australia gives strong support for actions by Unesco designed to bring about the shift in the administration of Unesco to places close to the scene of programme delivery. Australia is strongly supportive of the way in which the Unesco Regional Office is structured and administered. It commends the co-operative action and the sharing of experiences among the nations of the Asia and Pacific region. This is exemplified by APEID and by the new Regional Co-operative Programme in Higher Education.

Some domestic policy trends and developments

a) Education for all (Unesco Major Programme II)

10. Australia's commitment to action in this field is reflected in its Participation and Equity Programme which is aimed at reform in secondary schooling. Whilst almost all students proceed to secondary education, there is a relatively low retention rate in the years 11 and 12. Only one-third complete a full six years of secondary education. The changes that are planned and are now being implemented include changes to curriculum and changes to school organization so that all children, regardless of ethnic or cultural background or gender, will find appropriate and engaging education for six years of secondary schooling.

11. Comprehensive legislation was passed in 1984 prohibiting discrimination on the grounds of sex or marital status in a wide range of areas, including education. This and other measures will help to ensure Australia's compliance with the Unesco objective of improving educational opportunities.

b) School enrolment trends and developments

12. The numbers of students enrolled in primary and secondary education have ceased to increase at the previous high rates. This is a direct reflection of the general population demographic trends. Concurrent with stable school enrolments, there has been policy implementation to influence positively the quality of school

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education. These quality improvements include:

- 1) smaller classes where appropriate;
- 11) a multi-cultural programme to reflect the diversity of ethnic origins of the Australian population;
- 11i) specialist programmes for the physically and mentally handicapped; and
- iv) greater local community and school involvement in the decision making processes in education.

c) Post-secondary education

- 1) Technical and Further Education (TAFE) is the largest provider of post-secondary or tertiary education with more than 1,000,000 students. TAFE colleges are also implementing the Participation and Equity Programme for young adults who have left school. This is increasing the number of full-time students in TAFE which has been traditionally part-time in terms of student attendance patterns. In terms of student demand, TAFE is the most rapidly expanding sector of public education.
- 11) Higher education, which includes colleges of advanced education and universities, provides the bulk of education for professional occupations. Whilst student enrolment numbers have stabilized, there have been shifts towards more mature age students and towards part-time and distance education modes.

13. Whilst Australia has continued to maintain access to higher education, there has been a significant change in the institutional arrangements as they apply to colleges of advanced education. There have been amalgamations of many colleges into larger and more efficient institutions. Some colleges have entered into closer arrangements with appropriate universities.

d) Non-formal education

14. Non-formal providers of education remain an essential component of the Australian education. These include voluntary organizations, community groups and business organizations. The latter provide specialized vocational training consistent with Unesco's principle of life-long and recurrent education.

Major educational policy trends and developments

Australia and APEID

15. It is now more than ten years since APEID was formally launched. That a senior government officer from Australia, Ms. Helen Allnutt, was able to work in ACEID in 1982 was most rewarding for all concerned.

16. The increase in the number of Australian Associated Centres from 2 in 1977 to 7 now, combined with the continuance of active involvement of the Centres, are evidence of Australia's commitment to APEID.

17. Australia has an interest in and is supportive of the eight programme areas or development themes which comprise APEID's third-cycle programme (1982-1986). It sees particular emphasis being placed upon the needs of young adults in the form of Participation and Equity Programmes both in secondary schools and in post-secondary institutions such as colleges of technical, vocational and further education. The needs of young adults destined for higher education are comparatively well catered for. The needs of the other young adults, in terms of career education, transition from school to work, from school to partial and other non-traditional types of employment, and from school to other education programmes, remain a concern for Australia.

BANGLADESH

18. In January 1984, the President of Bangladesh announced that a Universalization of Primary Education Project under the auspices of the Education Ministry has been set up to make at least 50 per cent of the children aged six in 1983 to complete five years' schooling by the end of 1987. The President announced another far-reaching programme. At the 37,000 primary schools, the inhabitants of the villages, particularly those between 10 and 30 years of age, will have to be made literate within the next two years. The President will specially reward every village together with its primary schools for making this programme successful.

19. Other policies cover:

- 1) Providing opportunity for systematic higher education according to needs and aptitudes;
- 11) Decentralizing higher education through establishment of autonomous university colleges in the districts. Initially these will cater for higher education in areas of manpower shortage;

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- 111) Relating all post-secondary education to national requirements and at the same time promote skills in the labour force.

Some significant developments

Primary-level education

- 1) In order to make each primary school a pivot of all community activities, community learning centres (CLCs) have been established in primary schools. Parents, teachers, community workers and government functionaries engaged in various development activities are the members of the CLCs.
- 11) A number of secondary teachers have been specially trained as "leader teachers" to assist in the in-service training of primary teachers in specific subject areas.
- 111) Population education has been introduced in the syllabuses for grades IV and V.
- iv) As an innovative step, standardized tests have been developed for measurement of aptitude and academic performance of all pupils on completion of ten years of schooling. Textbooks have been pre-tested and teachers have been trained in the use of textbooks.
- v) A selected number of secondary schools have been equipped with audio-consoles. The new facility is being used for demonstration lessons, group work and school broadcast programmes.
- vi) Facilities for training in selected trades are being created in 400 high schools (200 for boys and 200 for girls).
- vii) Science equipment is being provided to 6,500 high schools and 150 Madrasahs.

Technical education

- viii) A close co-operation will exist between the sandwich and vocational courses on the one hand and industries on the other.

Administrative re-organization

- ix) The School Broadcasting Programme and the Audio-Visual Education Centre have been merged into the National Institute of Educational Media and Technology (NIET).

Major educational policy trends and developments

- x) A development project is being implemented for strengthening the capability of the Ministry of Education and some Associated Centres of APEID in project development, programming, implementation and monitoring.

CHINA (PEOPLE'S REPUBLIC OF)

20. The 12th National Congress of the Communist Party of China set forth the general goal and strategic tasks for the whole nation in the new historical period of socialist construction. The general goal for national economy would be to increase the total annual output value of industry and agriculture from 710 billion RMB yuan in 1980 to about 2,800 billion RMB yuan in the year 2000, thereby making China rank among advanced countries in respect of the total national income and the production of major industrial and agricultural products, and greatly raising the material and cultural standards of living of the entire population. To realize the national modernization programme, agriculture, energy, transportation, education and science have been looked upon as the most important links, and strategic stresses are laid upon them in economic development.

21. The social, economic and cultural development during this period, the period of the Sixth Five-Year Plan 1980-1985, has the following highlights:

- More demands on education of children and juveniles under 16 years of age. Much encouragement has been given to every couple to have only one child. Early childhood education, pre-school education and family education will be strengthened;
- Realizing the goal of universalization of primary education, especially in rural areas, before 1990; and executing more literacy programmes for the young and middle-aged;
- Gradual but drastic structural reforms of secondary education, for the development of more agricultural schools, vocational schools, and vocational courses at more general secondary schools;
- Diversified programmes on an enormous scale for agricultural, technical and vocational education for more than 200 million young and middle-aged (12-40 years of age) who have had primary or secondary general education but lack scientific knowledge and technical skills;

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- Ensuring that specialized secondary schools and higher education institutions, especially those in the fields of agriculture, medicine, teacher education, enrol more students from rural areas and train more qualified manpower of various categories and at different levels, for rural development;
- Secondary remedial basic education and technical education for those who have gaps in their education and for young and middle-aged workers and staff members;
- Systematic and planned retraining and upgrading for cadres, administrators and technical personnel to raise their ideological, political, cultural and educational levels and to improve their qualifications in enterprise management and professional standards;
- Coping with an unprecedented demand for higher education on the part of the millions of youth who have not been admitted by universities and colleges but urgently desire to continue their education through radio, TV correspondence, and other spare-time education programmes and through the newly established system of obtaining higher education certificates by examination for self-learners;
- Demands have to be met especially from the educated, on the quantitative and qualitative development of films, radio and TV programmes, books, journals and other mass media programmes. There has been a demand from the central authority that by 1985 there should be museums in every city, libraries and cultural centres in every rural county, and a recreation centre in every local commune. The expansion of facilities for education and recreation of minority nationalities and people in remote regions would be given special attention;
- The need for all citizens for moral education, communist ideology education, discipline and legal education, patriotism and internationalism education, education of the 'five loves', namely, love for the motherland, for the people, for labour, for science and for socialism, in common efforts to enable more individuals to become disciplined socialist labourers who have lofty ideals, high moral standard, and sufficient education.

Selected new developments

Lifelong education: some approaches

- 1) Training of workers, to provide secondary remedial education (basic and technical) for young and middle-aged

Major educational policy trends and developments

workers and to improve the qualifications of administrators, managers and other leading cadres: It is stipulated by the State Council that the training and retraining of workers and staff by stages and in groups for improving their ideological, political, scientific, technical and cultural qualifications should be a permanent system.

- 11) Literacy programmes and peasants' education: China is a country with 80 per cent of its population living in the rural areas. In recent years the number of literacy programmes, spare-time primary and secondary schools or classes and especially agricultural technical education have been increasing. Literacy groups or classes, spare-time primary and secondary peasants' schools, agricultural technical schools, agricultural secondary vocational schools are run respectively at the production team, brigade, commune and county levels. Some are spare-time programmes, some are full-time or part-work-and-part-study programmes; some are run in slack seasons in farming; some are run through radio or correspondence.
- 111) Wide use of mass media in developing different forms of distance education at different levels. The last six years have seen a new upsurge in this field. Correspondence education is restored and further developed from the central to the local level and from education institutions to industrial enterprises and mines, attracting an ever increasing number of youth and adults. Instructions were given by leaders of the Party and Government to urge the promotion of correspondence education. Those who complete correspondence programmes will be given appropriate certificates. In 1981 there were more than 110 higher education institutions which established correspondence programmes, enrolling more than 17,000 learners. Some army units have also developed correspondence programmes. Radio and TV universities were set up at the national level and in 29 provinces, municipalities and autonomous regions from 1979 onward. Encouragement, recognition and validation of self-learning experiences has been implemented.

Early childhood education

22. There has been much discussion about the importance of education beginning right after birth. Children are looked upon by the whole nation as the hope of the country.

Integration and co-operation between school, family and society

23. Family education, which has a good tradition in the Chinese civilization, is further emphasized in recent years. Families are considered the first schools of children, and parents their first teachers.

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INDIA

Policy perspectives

24. The goals set forth in the Directive Principles of the Constitution and the National Policy on Education 1968 provide the basic policy perspectives for determining the nature and planning of the educational development in the country. Providing compulsory education for all children up to 14 years, advancing educational interests of the weaker sections and more particularly of Scheduled Castes/Scheduled Tribes, securing the right to education to all, are provisions in the Directive Principles of the Constitution.

25. Of late, there is a growing realization that the achievement of universalization of elementary education and eradication of adult illiteracy are crucial to the socio-economic growth. Also, the linkages between education, employment and development are also becoming closer than ever before. These by themselves set out the programme priorities and the main thrust of efforts of the Ministry of Education.

Important programmes, activities and developments

26. While the focus of various efforts is on the realization of goals of universalizing elementary education and eradication of adult illiteracy, India has given further impetus to efforts to promote quantitative growth and qualitative improvement of school education, to accelerate the pace of education of girls and women; to develop value orientation in education to contain fissiparous, communal, sectarian tendencies; to promote national integration; to increase the use of educational technology and utilization of media facilities for school children; to improve efficiency of the system by strengthening capabilities in educational planning and management; and to linking education and culture with development programmes.

Universalization of elementary education

27. The progress of enrolment at the elementary stage (Classes I-VIII) in the 6-14 age group in absolute numbers has been quite substantial.

28. Details of achievements during the Sixth Plan period are indicated below:

1980-1981	2.6 million
1981-1982	3.9 million
1982-1983	4.07 million

Major educational policy trends and developments

The target of additional enrolment of 4 million fixed during 1982-1983 was slightly exceeded.

29. The increase in enrolment over these years is offset by population growth on the one hand and the problem of drop-outs and stagnation on the other.

30. A mid-term appraisal of the Sixth Plan achievements indicates that 10 States and 8 Union Territories have achieved more than 95 per cent of enrolment at the primary stage. Thirteen States and 7 Union Territories have achieved more than 50 per cent enrolment at the middle stage.

31. According to the policy adopted by the Government, every child should continue to learn in the age group 6-14 on a full-time basis, if possible, and on a part-time basis, if necessary. The introduction of non-formal part-time education, as an alternate supporting system of formal schooling, is one of the comprehensive measures adopted by the Government to provide education to children who cannot attend schools because of socio-economic reasons at places and timings suited to their own needs and convenience. Special assistance is given, under the centrally sponsored scheme of non-formal education for elementary age-group children, to nine educationally backward states. Voluntary organizations in these States are also given assistance for the establishment of non-formal education centres, and learning material for non-formal education programmes for elementary age-group children. At present there are more than 100,000 non-formal education centres.

32. A special scheme of financial assistance on the 90:10 basis has been launched by the Government of India this year to assist the nine educationally backward states to run non-formal education centres exclusively for girls.

Eradication of adult illiteracy

33. The target of enrolment for 1983-1984, as fixed by the Planning Commission, is 5.207 million. This target is also likely to be achieved, if not exceeded.

Linkages with other development programmes

34. In order to make the adult education programme a mass movement with increased participation of all sectors of development, it is necessary to ensure the active involvement of other appropriate Ministries/Departments, like Agriculture, Rural Development, Labour, Social Welfare, Health and Family Welfare and Ministry of Home Affairs (in respect of Scheduled Caste/Scheduled Tribe Population)

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in the implementation of the adult education programme and the development of effective links between related development schemes being implemented by other Ministries/departments and the adult education programmes.

35. The main thrust of the programme continues to be in the following areas:

- 1) Coverage of target groups;
- ii) Involvement of voluntary organizations;
- iii) Involvement of students;
- iv) Awards scheme - To ensure increased coverage of women under adult education programmes, a scheme for awards for excellence in female adult literacy has been formulated.

Special measures for promotion of girls' education and women adult literacy

36. The following new schemes have been launched to promote girls' education and women adult literacy:

- 1) Since the enrolment of girls is lagging behind, the Government has approved a scheme of 90 per cent central assistance for non-formal centres exclusively for girls in the nine educationally backward States.
- ii) A scheme for assistance to nine educationally backward States for appointment and training of female teachers for primary education has been approved.
- iii) The scheme of awards for excellence in performance in the field of girls' enrolment and women adult literacy has been started.

Other new schemes launched by the Ministry during 1984-1985

37. A scheme of financial assistance to English Teaching Institutes - District Teachers' Training Centres for English language. These Centres are to be set-up for the rural sector of population.

38. A pilot project, prepared by the Department of Electronics, for introducing computer education in schools is being implemented by the Ministry of Education.

Major educational policy trends and developments

Formulation of the Seventh Plan

39. Twelve working groups have been set up in the Planning Commission to assist the steering group on education in its work. Most of these groups have already drafted or finalized their reports. Besides suggesting ways and means to achieve targets relating to universalization of elementary education and eradication of adult illiteracy, the working groups have proposed a number of schemes for promotion of national integration, improving quality of education and its modernization. Due regard has been given to the coverage of weaker sections by these groups.

Other important developments

40. The Government has set up two National Commissions on Teachers to advise the Government on various aspects relevant to the teaching community. They are expected to give their reports shortly.

41. A National Book Development Council has been set up by the Government for the development of the Indian Book Industry.

42. Adoption of the Copyright (Amendment) Bill, 1983, by the Parliament was one important step towards providing adequate safeguards for the protection of authors' rights and for taking advantage of the facilities for reprint and translation rights provided to the developing countries in the Paris Text 1971.

New programmes/educational innovations

Value orientation in education

43. Values such as nationalism, secularism, pride in heritage, composite culture, harmony with nature, and a knowledge of the freedom struggle have received special emphases. The Government is formulating strategies which include: (i) preparation of new instructional materials; (ii) special preparation of teachers for introducing value orientation in education; and (iii) setting up of special institution to give a practical shape to these efforts, which would also employ innovative methods of teaching and learning.

National integration and education

44. A review of textbooks has been taken up to ensure that they promote national integration and do not militate against the national unity. A scheme for propagating community singing as a mass movement has been launched. The basic objective is to inculcate patriotism and pride in the country and its glorious heritage.

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Environmental education

45. Of late there is a growing emphasis on environmental education.
46. Open school: The open school project has introduced a non-formal approach to formal schooling, catering to the needs of the academically weaker sections viz., school drop-outs, housewives, servicemen.
47. History of freedom movement in school textbooks: The Prime Minister had recently expressed her concern at the lack of proper awareness regarding the freedom movement amongst the younger generation because school textbooks merely outline biographical sketches of a few leaders without emphasizing the spirit of service which marked the struggle for freedom. Following it up, the Ministry of Education and NCERT have initiated necessary action.
48. Population education programme: This is a plan scheme in the Central Sector of the Ministry of Education developed in collaboration with the UNFPA and with active involvement of the Ministry of Health and Family Welfare. The project envisages introduction of population education in the formal education system, and setting up of population education cells at the national and State levels.
49. Introduction of school health services: In collaboration with the Ministry of Health and Family Welfare and the Ministry of Social Welfare, a scheme of school health services has been prepared by the Ministry of Education for introduction in all primary schools so as to cover the whole country by 1988.
50. Vocationalization of education: Under the 10+2 pattern of school education, vocationalization is to be introduced at the +2 stage.
51. Educational technology programme and INSAT 1B utilization: Under the educational technology programme started in 1972-73, a Centre for Educational Technology has been set up in the NCERT and Educational Technology Cells have been set up in the States in a phased manner. The scheme involves active collaboration among the Ministry of Information and Broadcasting, the Ministry of Education, the Departments of Space and Electronics.

INDONESIA

52. The Third Five-Year Development Plan (REPELITA III) will be completed in this fiscal year, April 1983 - March 1984 and the Fourth Five-Year Development Plan will be in operation by 1984/85.

Major educational policy trends and developments

Policy during the Third Five-Year Plan (1979/1980-1983/1984)

53. Expansion of education in all types and levels of education - primary education, secondary and tertiary education, both formal and non-formal - has been the major policy during the Third Five-Year Development Plan.

54. Qualitative improvement of the system has been undertaken also through several measures: the further revision of school curricula; production of textbooks; the provision of educational facilities including science and mathematics kits; and in-service teacher training through face-to-face approach and distance learning.

55. The dropout and repetition rates, especially in the primary school, are still high. The PAMONG (Institutional Management by Parents, Community and Teachers) and the small school system have been expanded and disseminated to different parts of Indonesia. The non-formal educational programme utilizing graded package of texts has also been extended. At the secondary level, the open secondary pilot project has continuously been revised to make the programmes more attractive to students and to raise the achievement level.

56. The proposed establishment of an open university in September in 1984 would be a major innovation. The expected figure of 25,000 students in the first academic year of 1984/1985 will comprise: 10,000 secondary school teachers; 5,000 university teachers; 10,000 senior high school graduates, including working adults with high school certificates.

57. Primary and secondary school curricula, after 7 years of implementation, are now being revised. The current fixed streams of science, social science and language and arts will be changed into a more flexible structure. The development of elective package programmes, especially in vocational areas for the senior secondary level, is very important in view of the fact that most graduates, especially senior high school graduates, are unable to continue their studies in the tertiary level.

Highlights of the educational policy in the Fourth Five-Year Development Plan (1984/1985 - 1988/1989)

58. The national goal and major educational aims of the Third Five-Year Development Plan will be adopted for the Fourth Five-Year Development Plan. More emphasis will be placed on the education for a wholesome person. This will be promoted, among other things, through strengthening of social science subjects, in particular the Panchasila values and the History of the Indonesian Revolution.

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59. The extension of education based on the principle of equality of opportunities and the further improvement of the quality, relevance and efficiency of the education system remain as the major basic policies in the development of education in Indonesia. Research and experimentation, including policy research and development, will continue to explore and develop more innovative solutions and models for the future of Indonesia's national education system.

60. The Fourth Five-Year Development Plan will embark upon a compulsory education programme at the primary school level. Priority will be given to children who live in the remote and isolated areas. The extension of the World Bank/Indonesian Community Educational Project, utilizing the non-formal education approach, would allow the system to accommodate more children and adults at the primary education level.

61. Smaller buildings will be utilized for small schools serving the disadvantaged children.

62. Beginning in the academic year 1984/1985, a new entrance examination system to the tertiary level will be adopted as a part of the national education system. This model is based on the experimentation conducted during the Third Five-Year Development Plan. About 10 per cent of the students who are to be enrolled in the tertiary level will be identified on the basis of academic performance, aptitude and interest shown at grades I and II of the senior high school; and the remaining (90 per cent) will be selected nationally through the unified national entrance examination system (SIPENMARU) administered at the same time in three different regions of Indonesia.

63. At this stage of development, exercises are now being undertaken to review and analyse the current basic policies in education, conceptually as well as operationally.

IRAN (ISLAMIC REPUBLIC OF)

64. The general policy of educational programmes in the future has the following distinctive features:

- a) Development of kindergarten instruction in deprived areas;
- b) Generalization of elementary instruction, with special emphasis on rural and deprived areas;
- c) Improvement of the quality of instruction in the guidance cycle;

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- d) Correlation of secondary education with economic and social needs of the country, with priority given to technical and vocational instruction in order to reach maximum self-sufficiency in technical skills;
- e) Adoption of a policy of encouragement for the dispatch of the necessary manpower to deprived areas;
- f) Adoption of a suitable policy, including encouragement, in order to attract higher talent in the teaching profession;
- g) Utilization of the maximum manpower presently available in the provinces and cities to meet the requirements of the Ministry of Education;
- h) Organization of professional training and preparatory classes for inexperienced teachers and instructors, and utilization of more experienced teachers;
- i) Revision of the education system and adoption of the most suitable methods of instruction;
- j) Adoption of a decentralization policy in the field of education, to conform with national as well as regional requirements;
- k) Special attention to sports, physical education, and recreational activities for the youth at all different levels.

JAPAN

Policy issues and problems of education¹

65. Major reforms and innovations in education during 1970s covered the following themes and areas:

- a) Revision of national standards for school curricula;
- b) Promotion of kindergarten education;
- c) Expansion of special education for the handicapped;

1. This sub-section is based on Prof. Okuda's lecture on "Education Today and Tomorrow in Japan", full version of which will appear in the APEID publication on lecture series on the theme 'Education and the Future'.

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- d) Improvement of economic status of public school teachers;
- e) Planning for further development and improvement of higher education;
- f) Improvement in selection procedures for university entrants;
- g) National subsidies to private schools and institutions of higher education;
- h) Inauguration of the system of special training schools;
- i) Social education;
- j) Physical education and sports.

66. Policy issues and problems in education in recent years which are still under examination are described below.

67. Policy issues concern new policy on lifelong education; new measures for developing well balanced personality; and re-examination of the teaching content. The internal report of the Central Council for Education has focused its attention on basic problems of elementary and secondary education in Japan, and has identified viewpoints to be further developed for the improvement of teaching-learning in schools. These viewpoints are:

- a) To foster "self-education ability" with attitude and ability to learn voluntarily;
- b) To have pupils master carefully selected basics and fundamentals as well as to aid development of a harmonious personality with intelligence, morality and healthy body;
- c) To extend the abilities and aptitudes of pupils to the maximum extent with full consideration being given to individuality and to aid the development of the individual's creative instincts;
- d) To have pupils appreciate more fully Japanese culture and traditions, and to foster proper attitudes towards culture and traditions in Japanese citizens of the future.

68. The areas for improvement identified with respect to such organization in elementary and secondary education cover:

- a) The educational contents and teaching methods of the kindergarten;

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- b) Subject organization for the lower grades of the elementary school;
- c) Various devices of the teaching methods in the elementary school;
- d) More optional subjects in the lower secondary school;
- e) Diversification of the subjects in the upper secondary school;
- f) Various devices of the teaching methods in the secondary school;
- g) Guidance to pupils on how to lead their adolescent lives;
- h) Work experience learning;
- i) Diversification of general education in the upper secondary school;
- j) Improvement of the credit system in the upper secondary school;
- k) The selection system for entrants into upper secondary schools.

69. The Government has a plan to establish a new advisory organ for the Prime Minister in terms of educational reforms. An establishing law of the advisory council is now under deliberation at the National Diet.

Participation of Japan in APEID

70. The Japanese National Commission for Unesco is firmly convinced that it is necessary to promote the advancement of the developing countries for the balanced progress of an international society, and for that purpose, attention to education, science and culture in each country is essential. Unesco should therefore continue its efforts to foster the self-reliance and indigenous development through its various activities. Japan is willing to continue to participate actively in co-operative projects with countries of Asia and the Pacific.

71. Japan has been actively participating in APEID during its first, second and third cycles, as it believes that APEID is a very significant and active programme for promoting endogenous development in education. In recent years, Japan has been strengthening its participation in APEID in line with the national policy of human resources development through co-operative programmes. The

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Japanese National Commission for Unesco is acting as the National Development Group, and as a co-ordinating body of the Programme in the country. Five Associated Centres of APEID in Japan are actively involved in the implementation of this co-operative endeavour. The respective spheres of their activities are as under:

- | | |
|---|---|
| The Japan Council of Educational Technology Centres | - Educational technology |
| Obihiro University of Agriculture and Veterinary Medicine, and the Agricultural and Forestry Research Centre of the University of Tsukuba | - Vocational and technical education |
| National Institute for Educational Research | - As a multi-purpose centre |
| National Institute of Special Education | - Special education for physically and mentally handicapped |

72. Through these centres, and within the framework of APEID, these centres have been organizing seminars and workshops and disseminating information on innovative practices in Japan to other participating Member States. They have also been participating in the Unesco mobile teams which are organized under funds-in-trust arrangements with the Japanese Government. There are five such mobile teams fielded every year in the area of curriculum development, science education, educational technology, vocational and technical education, and special education. These mobile teams alone involve the cost of US\$161,300.

73. The Education Committee of the Japanese National Commission for Unesco, which serves as the NDG, has set up a special sub-committee effective from 1 April 1980 to deal exclusively with APEID and its related affairs. The Government of Japan would certainly continue to participate and co-operate with APEID including the contribution in the form of mobile teams under funds-in-trust arrangements.

74. The following are specific suggestions for future APEID activities:

- a) Strengthening of the National Development Group so that it can co-ordinate the functioning of Associated Centres and reflect the achievement of each Associated Centre towards the educational policies and administration. APEID should take measures to strengthen the NDG.

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- b) In view of the importance attached by the countries to internships and mobile teams, ACEID should put more emphasis on these activities than in the past.
- c) In evaluating the activities of Associated Centres, consideration should be given to the evaluation of their impact on the communities served by them, particularly at the grassroots level.
- d) In regard to the topics of seminars or workshops, focus should be on manageable ones to increase efficiency and effectiveness.

MALDIVES (REPUBLIC OF)

Policy trends

75. The Ministry of Education has always spelled out the achievement of universal primary education as its highest priority, and a considerable effort is being made towards expansion of primary education, democratization, as well as promoting social justice.

76. Secondly, eradication of illiteracy is considered an essential factor of social and economic development. A commitment to this programme is tremendous and widespread throughout the country.

77. The low level of educational achievements in general in the country is not satisfactory, and the recent rapid expansion of the economic sector is leaving a critical shortage of manpower. Hence, ad hoc and permanent arrangements have been made to alleviate this problem. Non-formal training programmes, community education programmes, vocational and technical training programmes are conducted with a considerable emphasis.

78. On the qualitative side of education, much effort is also being made to improve supervision, revise curriculum to increase relevance, reorient and train teachers on improved teaching methodologies.

Some major programmes

79. In working towards universalization of primary education, the following programmes are being undertaken:

- 1) expansion and upgrading of physical facilities;
- 11) revision and implementation of curricula, production and distribution of teaching materials and training of the users;

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- iii) training of the educational staff, teachers, head teachers, supervisors and administrators.

80. The mass literacy and basic education programme is aimed at everyone in the rural as well as the urban areas between ages 10-45 years, with the exception of those going to school and those who have attained that level of schooling.

81. Non-formal and community educational programmes for the adults are aimed at providing some basic productive skills demanded in the labour market, and enhancing their knowledge base on their socio-economic environment, health and nutrition.

82. Supplementary and support programmes are provided through radio in the following major areas:

- i) Community education;
- ii) Formal school education - to supplement difficult subjects;
- iii) Teacher education;
- iv) Literacy and basic education.

Possible benefits from the APEID network

83. Very briefly the following would be possible areas of benefit to some of the current programmes:

- a) While the curricula from grades I-VII are being revised and implemented, much could be learnt from others' experiences, from the neighbours in the region with identical problems. This would conveniently be possible through APEID attachments, disseminated information and consultancies.
- b) In improving the qualitative aspects of education, much could be gained by exposing the trainers to regional experiences on low-cost instructional materials, new methodologies and supervisory services. This could be achieved through regional, sub-regional workshops, seminars, in-country programmes, consultancies and attachments.
- c) Dissemination of information and resource materials is an extremely useful means of assisting educational staff, educators, supervisors and managers. Through such an activity, national materials and materials from other countries could be reproduced (translated if necessary) and distributed.

Major educational policy trends and developments

MALAYSIA

84. For the period 1984-1986, Malaysia's major educational policy trends and development, in relation to APEID, are summarized in the following areas:

The new curriculum for primary schools

85. Under the area of raising the achievement level of children, Malaysia launched the new curriculum for primary schools in 1983. This was one of the major recommendations of the Cabinet Committee Report on the Implementation of the National Education Policy of 1979. In this programme, primary education, which is of six years' duration, is split into two phases; phase one consisting of year I to year III and phase two from year IV to year VI. The emphasis is on the three Rs, and components of religious and moral education, whilst the environment and the arts are also included. An evaluation exercise is being conducted by the University of Science, Penang.

Pre-school education

86. Connected with the above, Malaysia has embarked on a nationwide study on pre-school education, with the help of UNICEF. This is a three-year study which will be completed in 1984. At the moment pre-school education is not within the purview of the Education Act, and it is not part of the Statutory Education System. As a result, there are about 28 organizations and bodies actively involved in providing pre-school education, each having its own approaches and objectives. This has caused some alarm because some of them, particularly in the urban areas, have transgressed and transpassed into the national curriculum for primary schools (NCPS). Needless to say, there is also a wide difference between the pre-school education programme available in the rural and urban areas. It is hoped the final report of the study will assist the Government to formulate a policy on pre-school education for the nation. It is believed that this will have a direct bearing on the achievement levels of children at the primary level.

General education for secondary schools

87. Following this, Malaysia is also embarking on general education for the secondary level. In this area, the thinking is to place emphasis on what is called 'Living Skill', 'Manipulative Skill' and 'Commercial Practice', at the lower secondary level, while at the upper secondary, streaming will be limited to the vocational and non-vocational streams only. However, with the introduction of the open certification in the examination system, the candidates would have a freer choice of subjects.

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Work-oriented education

88. At the same time Malaysia is also facing the never-ending problem of work-oriented education. The students from the vocational schools still face the problem of mismatch. The Fifth Malaysia Plan (1986-1990) will be prepared later this year, and it is believed that vocational education and training will be a major concern in this plan.

89. With the emphasis on vocational education as recommended by the Cabinet Committee Report mentioned earlier, more facilities for vocational subjects will have to be provided in the schools. Vocational schools per se are so expensive as to cause the authorities to look for alternative plans and strategies.

Computer education

90. Malaysia is also embarking on the area of computer education in schools. This year 75 schools, on their own efforts, have already formed computer clubs, having from one to eight micro computers each. The plan is to co-ordinate the activities of these clubs and introduce this subject in a formal way leading to the G.C.E. 'O' and 'A' levels in 1986. A pilot project on computer education is hoped to be launched next year.

NEPAL

Primary education

91. The 1981 census has revealed that out of a total population of 15 million, only 24 per cent are literate. Of this, female literacy accounts for a low 12 per cent. This has proved that if Nepal's efforts to expand and improve its entire education system is going to have any meaning and significance, all-out efforts have got to be made to strengthen the primary education base. This is being sought to be done in the following ways:

- a) Access to primary education is to be made easy. Presently, there exists one primary school for every 198 pupils. This ratio, in a mountainous country like Nepal, could be considered not very satisfactory because human settlements there are in small, scattered groups. So a definite policy to liberally open primary schools is being encouraged. Earlier conditions of number and viability have been relaxed in favour of private individual initiatives to open schools.

Major educational policy trends and developments

- b) Local Panchayats (elected village assemblies) are involved in the planning and management of primary schools. This has resulted in a perceptible improvement of the school environment. There is greater interaction between the school and the community.
- c) Primary education curriculum is being integrated with the needs of a basically agrarian rural society. Population education, environmental education, health and nutrition education are integrated in the school curricula. Moral education is being made an integral part of it.

92. Primary education is recognized as one of the basic needs of the people in the Sixth Five-Year Plan (1981-1985). The Approach Paper of the Seventh Periodic Plan, which has just been approved by the National Development Council, places top priority on the development of primary education. It means that universal primary education, as an essential input into the development process, will be adequately programmed.

93. Following this recognition, the Government has recently announced that by the end of the present century, opportunities for universal primary education will be created and suitable provisions made. It will mean opening of more schools in the remote mountainous areas and creation of an appropriate school environment. A Position Paper spelling out plans, policies and strategies is being prepared towards this end.

94. To achieve the objective of universalization, it is realized that education of girls is going to be a crucial factor. For this purpose, a comprehensive plan of action to train more female teachers and to motivate and enrol more girls in primary schools is being implemented vigorously with UNICEF assistance.

95. The Government has sought a credit from the International Development Association with the sole purpose of developing primary education as an instrument of rural development. The project, among other things, aims at improving the whole gamut of primary education from curriculum development to teacher training to improvement of physical facilities.

96. The Radio In-service Teachers Training Phase II is being taken up. An evaluation made of the first phase has confirmed that the Radio Teacher Training Programme has been very useful and cost-effective. The second phase will also seek to train teachers both in contents and methodology.

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Literacy programmes

97. There are two kinds of literacy programmes being implemented: (i) literacy programmes where adults are taught the three Rs; (ii) Functional literacy programmes where certain functional skills are also imparted, together with literacy. The whole programme has been re-organized and brought directly under the management of district education offices. The supervision of this programme is being reinforced. A high-level committee under the chairmanship of the Minister of Education has been set up to formulate policies and co-ordinate activities of different agencies involved in the implementation of this programme. Different class organizations such as women's, peasants', youth's, ex-servicemen's and labourers', are given increasing roles in the whole literacy drive.

Secondary education

98. Secondary education as an important level to prepare for the tertiary level of education is receiving greater attention. The gap between school education and higher education has been a matter of great concern to all those interested in achieving excellence in the field of higher education. In this connection, the very structure of secondary education is under review. One immediate way is being contemplated, i.e., by increasing the duration of secondary education from ten to eleven years. Another is the implementation of a project, 'Science and English Language Improvement in Secondary Schools'. This project, among other things, seeks to train secondary school science and English language teachers, improvement of curricula and establishment of science laboratories. The opening of more and more model secondary schools is also being planned.

99. Earlier, an attempt was made to vocationalize the whole secondary education with a view to establishing close linkage between education and work. But for reasons of shortage of vocational teachers, lack of motivation on the part of students, and meagre educational materials, the technical and vocational components have been delinked, and separate independent technical and vocational schools are being established where 80 per cent of the curricula are devoted to practical work. Six such schools are already conducting courses in areas like agriculture, health, building construction, sanitary fittings and a few mechanical trades. Six more such schools are in the process of being established.

Higher education

100. A Royal Commission on Higher Education has just submitted its report to effect necessary improvements in higher education. The Government is studying the recommendations and will soon implement them as necessary.

Major educational policy trends and developments

NEW ZEALAND

101. The following are the New Zealand interests in programme development for APEID during the remainder of the third cycle.

102. Because of the structure of the New Zealand National Development Group and its recently enlarged range of Associated Centres, New Zealand will continue to give priority to the areas previously indicated:

- distance learning;
- the teaching of reading, maths and science;
- multicultural approaches to education;
- educational research;
- adult education;
- systems of library classification and retrieval;
- adult education;
- curriculum development generally.

103. However, in the light of the changing needs of education brought about by the alternative circumstances of the immediate future, New Zealand is interested in initiating and/or participating in the general or particular programme areas.

104. The changing circumstances noted refer to:

- The need to limit the demand for increased spending on education;
- The changed targets brought about by changing goals in "education for work";
- The fact that in the foreseeable future, there will be a significant section of the workforce that is unemployed;
- The constraints imposed by the increasing adjustments necessary in New Zealand's multi-cultural society;
- The changed attitudes within teaching about "good health";
- The increased expectations of the community to be involved in educational administration and decision making;
- The recognition that many adults will require additional training and retraining for future employment possibilities;
- The need to assist school leavers to meet the problems of changing from school to work.

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105. Accordingly, New Zealand has been making the following adjustments that may have relevance to the question of changed programme targets for APEID in the future:

- New Zealand is, at present, examining its school curriculum for the years of compulsory education. (i.e. elementary and secondary schools). In doing so, it is examining the aims of education, together with changed methods of implementing curriculum development. This enquiry is being made with the active involvement of the community.
- Multiculturalism in education. The expectations and varied understandings of the various cultural groups who make up New Zealand society are receiving close scrutiny. (New Zealand has not only a large indigenous non-European community (maori), it also has a significant proportion of the Polynesian citizens that inhabit the islands of the South Pacific. This study, amongst other things, is paying particular attention to achievement in education in a multicultural context.
- The "break-out" of reading into written language. This includes not only immediate changes of emphasis, but also research into the relationship between written activities and the reading process.
- Health education in some detail.
- Employment-related programmes for young people, including the place of education for leisure.

PAKISTAN

106. The Sixth Five-Year Plan of Education and Manpower (1983-1988) seeks to achieve the following objectives:

- a) Promotion of equality of opportunity for purposeful education for all in order to enable them to meaningfully participate in the development process of the country and to improve the quality of their life and society.
- b) Improvement of the efficiency of the education system in order to bring about improvement in the quality of output, so that those completing education at different levels of education are reasonably productive, and the present imbalance between output of the education system and manpower needs of the economy is narrowed to the maximum possible extent.

Major educational policy trends and developments

107. The strategy which would be followed to achieve these objectives in respect of school-level education is briefly outlined below:

- i) the mobilization of all possible resources in the public and private sectors;
- ii) primary education shall receive first priority both for quantitative and qualitative development to ensure that all boys of 5-9 years' age group and two-thirds of the girls of the same age group are in schools by 1987-88.
- iii) Secondary education shall be so developed that:
 - a) All boys and girls completing class V can continue education up to class VIII, provided they have the merit.
 - b) Boys and girls completing class VIII and IX and desirous of further education up to high (X) or higher secondary (XII) stage should be able to do so.
 - c) Selected schools, both in urban and rural areas, should provide education in one vocational subject both at the lower secondary (VI-VIII) and secondary (IX-X) stages.
 - d) A network of technical/trade schools shall be created all over the country in order to provide facilities of skill training for boys/girls at the secondary stage.
- iv) Intermediate classes (XI-XII) shall be gradually integrated into secondary education.
- v) Literacy rate shall be raised to about 60 per cent by supplementing the primary education programme with an adult literacy programme to cover 20 million adults.
- vi) The private sector and local governments shall be encouraged and supported to participate in the educational effort, and implementation of programmes of primary and adult education shall be carried out through local governments.

Action plan for educational development

108. While sharing these perceptions, the Ministry of Education has endeavoured to re-adjust the plan and evolved an Action Plan to include certain innovative features.

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109. First, the quality improvement should begin at the primary level. It is proposed to establish 4,000 model primary schools in the rural areas.

110. Secondly, educational facilities have been conceived in a framework of spatial planning. The targets are not expressed merely in terms of the aggregate needs, but more in terms of the level and type of educational infrastructure needed at different levels, as under:

- A mosque school or primary school in every village;
- A primary model school in each Union Council;
- a Girls' middle school in each Union Council;
- A technical middle school in each tehsil;
- An intermediate (higher secondary school) facility in each Tehsil;
- a Technical high school in each district;
- A library in every town committee.

111. Fifthly, the Action Plan goes beyond the Sixth Plan framework for encouraging the study of science.

112. Sixthly, it is proposed to embark upon a number of programmes to promote reading habits in the literate population.

113. Finally, a programme has been drawn up to support Islamic education, to upgrade and diversify the Madrassah syllabi, and to provide the institutional under-pinnings by establishing an Islamic Education Research Centre.

PHILIPPINES

114. Policies and developments in education in the Philippines have their antecedents in the Government's earnest desire to dent three problems which continue to plague the system, namely: (a) inadequacy of accommodation for school-age learners; (b) insufficiency of educational resources; and (c) low quality of educational outcomes, and in the urgency of the need to prepare the Filipino citizen for meeting the challenges of life in the 21st century.

115. The Ministry's main strategy for solving these critical problems is to invest a major portion of the education budget and resources in the foundation level, i.e., primary education, in order to insure quality output for all levels, since no amount of

Major educational policy trends and developments

effort and resources can produce quality outputs at the secondary and tertiary levels if initial education is deficient. Now that the Ministry's major reform programme at the primary level is under way, a secondary education development plan is presently on the drawing board. Immediately after the development of the new primary school curriculum, the teacher education curriculum for primary school teachers was revised.

Universalization of primary education

116. The Ministry's Programme for Decentralized Educational Development (PRODED) is addressed to universalization of primary education. Its goal is to redress disparities between and within regions. Its objectives include raising participation and retention rates, improving achievement levels, improving the teacher-pupil ratio, and upgrading the overall efficiency of the primary school system. Its centerpiece is a new primary school curriculum which is research-based and development-oriented. It puts emphasis on the intellectual growth of the learner without which economic, social, moral and cultural development is hardly possible, and the development of moral and civic values.

117. To ensure steady improvement of achievement levels, an evaluation system has been installed, and it has galvanized evaluation efforts at all levels - school, district, division and region. The utilization of evaluation results as the basis for improving instructional systems has received heavy emphasis.

118. In support of the new curriculum, a massive reorientation programme for teachers and school officials has been launched. Two significant features of such programme is a specific curriculum for attitude formation addressed to the development of a sense of creation and commitment to the Filipino child and to national development, and a continuing in-service education programme through learning action cells, each composed of 12-15 teachers who co-operatively identify their learning needs and meet these needs under the leadership of a principal or a supervisor. Regional learning centres have been constructed to increase training resources. Physical facilities of schools are progressively being improved, textbooks and support materials are being prepared, more classrooms and multiple-purpose rooms are being constructed, and research is being conducted to provide the basis for more effective educational practice. In the allocation of scarce resources, priority is accorded to depressed, disadvantaged and underserved schools.

119. The special education programme has been expanded and improved in order to provide education appropriate for the handicapped and the gifted sectors of the population.

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120. As a measure to accelerate the improvement of achievement levels, the organization of more pre-school classes is being encouraged. The goal is to provide pre-school education to children in depressed and disadvantaged areas to compensate for inadequate early informal childhood education at home.

121. The development of multi-level materials, improvement of the textbook/pupil ratio from 1:2 to 1:1, the introduction of modern educational technologies, the adoption of non-traditional strategies of delivering education, and linking culture with education, are among the concerns at the lowest level of education.

122. Literacy projects under the non-formal education programme have been oriented towards retrieval of school-age learners into the formal system, optimizing the use of the Philippine Equivalency and Placement Test which credits learning acquired outside school by providing a basis for assigning grade levels to dropouts who would like to reenter the system.

Promotion of scientific and technological competence and creativity

123. A science education development programme for all levels is being developed co-operatively by the Ministry of Education, Culture and Sports and National Science and Technological Authority funded by the latter. The provision of science equipment to elementary and secondary schools, which was initiated by the National Science and Technological Authority, is being continued at the primary and secondary levels.

124. To further promote scientific and technological competence and creativity, the Ministry, with aid from the National Science and Technological Authority, has been organizing science camps, science fairs, science competitions, co-ordinating training programmes for science and mathematics teachers and citing and rewarding outstanding students and teachers of mathematics and science.

125. At all levels, the curricula are being adjusted to accommodate the latest developments in science and technology. At the tertiary level, computer education programmes have proliferated in both the private and public institutions under the guidance of the Ministry. Steps are presently being taken to develop pilot computer education programmes for primary and secondary schools.

Education and work

126. The re-establishment of the Bureau of Vocational and Technical Education and the creation of a Bureau of Continuing Education, as mandated by the Education Act of 1982, reflects the country's concern for integrating education and work. Their programmes and those of primary and secondary programme emphasize work ethic besides livelihood skills.

Major educational policy trends and developments

127. Schools have been harnessed to support the new government economic self-reliant programme called "Sariling Sikap" which is addressed to augmenting people's incomes.

Education and rural development

128. The country's non-formal education programme under the leadership of the Bureau of Continuing Education has continued to adopt the multi-sectoral approach which it had the opportunity to test and develop through a recent APEID Multi-disciplinary Operational Seminar on the Implementation of a Rural Development Programme. The present continuing education programme emphasizes three areas: literacy, livelihood skills and moral and civic values.

129. The Bureau of Continuing Education is taking steps to strengthen its linkages with all institutions and agencies that are involved in rural development, and has plans to develop guidelines for accrediting institutions and private groups.

Educational technology/low-cost instructional materials

130. The Ministry has taken steps to prepare some personnel for handling computer-aided instruction in the preparation of teaching aids, and will put to good use the skills which teachers have acquired in workshops conducted for the development of low-cost instructional materials.

Teacher welfare

131. Steps are being taken to develop a programme for dignifying the teaching profession through better salary scales, incentives for teachers and more fringe benefits.

Higher education

132. A Board of Higher Education is about to be established to provide a structure for ensuring quality higher education. At present, technical panels provide guidance in the development of relevant courses.

REPUBLIC OF KOREA

133. Educational policies in the Republic of Korea, mostly through governmental measures, are heavily inclined towards an enhancement of the qualitative aspects and the raising of achievement, rather than the quantitative expansion, particularly in formal schooling. For the past three decades, the Korean society has gone through the so-called "education explosion", as have other developing

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countries. Currently, almost 100 per cent of elementary school graduates advance to middle school, 98 per cent of middle school graduates enter high school, and 85 per cent of high school graduates aspire to get into institutions of higher education, though only half of them can be admitted to colleges and universities. In this process of massive expansion, teacher development programmes have been neglected, teacher/pupil ratio has been kept high, and curriculum planning and development have been inactive or nominal, if any.

134. Therefore, the Government has initiated a rigorous reform measure to upgrade the quality of education and to search for relevance of education in the Korean context. To illustrate some of the reform policies, there have been:

- a) Reinforcement of moral-spiritual education;
- b) Expansion of opportunities for pre-school education;
- c) Reform of primary and secondary education curricula;
- d) Introduction of graduation quota system into college and university education for quality control;
- e) Reform of scientific, technical and trade education;
- f) Reinforcement of education for the gifted students; and
- g) Establishment of lifelong education system.

135. Specially, as an example, in the reforming of science and technical education, the policy emphasis is placed on the following measures:

- a) Employment of laboratory assistants for elementary schools;
- b) Designation of model schools of elementary and secondary education for newer modes of science teaching;
- c) Introduction of computer-assisted instructional programmes;
- d) Strengthening high school science education by offering physics, chemistry, biology and earth science courses as required subjects;
- e) Establishment of science specialized high schools for the students who are scientifically talented and endowed with creativity.

136. As for the improvement of vocational education, some emphasis is given to the work ethics such as diligence and co-operative team spirit and general orientation towards the continuously changing world of the job market.

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137. With regard to the development of the lifelong education system, it has to be highlighted that the new constitution defines it as one of the Government's major responsibilities. Accordingly, the Government is taking the following measures to expand the educational opportunities for citizens:

- a) To increase the number of evening course high schools for juvenile workers, requiring the industries to attach the programme within their facilities;
- b) To enlarge the number of departments and to increase the authorized quota of student enrolment at the National College of Correspondence and Air Programme;
- c) To encourage the dropouts to attend the Correspondence College, which heavily relies upon distance learning, instead of attending a full-time college;
- d) To increase the number of departments in the Open College and to abolish the graduate quota system for the students in that College; and
- e) To operate evening classes for continuing education of workers and other citizens in colleges and universities in order to provide "a second chance" and refreshment of their education.

138. In this course of educational development, the Korean National Development Group (NDG) of APEID has endeavoured to help develop innovative strategies and programmes for implementation of the reform policies described above. It has performed a catalytic role to team up with various educational sectors of other ministries for diffusing innovative ideas and practices with regard to education and training of manpower needed in an industrialized society. For this purpose, the Korean NDG has been in the process of collecting innovative cases, and by the end of this year, there will be a workshop to assess their validity and cost-effectiveness. The proceedings of the workshop will be published.

WESTERN SAMOA

139. Western Samoa has just joined the community of nations with Unesco, thence with APEID.

140. Scattered in the Pacific area are thousands and thousands of islands. Located among those islands is a group of ten islands called Samoa. This group was politically divided in 1900 so that the eastern side became and is still a Territory of the United States. The western islands are now the Independent State of Western Samoa. Inhabiting Western Samoa are about 160,000 people.

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141. Western Samoa became fully independent on 1 January 1962 - the first of island nations in the South Pacific.

142. Funds and technical assistance are being sought from offshore sources such as New Zealand, Australia, Japan, Canada, the United States and of course, the UNDP Country Programme, for educational projects in the areas of curriculum development for primary and secondary levels, teacher upgrading and retraining, technical and vocational education, besides the premises, infrastructure and provision of equipment. Those are the immediate needs.

Summary of educational development (1980-83)

143. Children in Western Samoa receive formal education either through the Mission School System or the Government System. In the last five years, slightly more than 25 per cent of all children receiving formal education went through the Mission System. Though Mission Schools receive indirect benefit from aid-funded educational projects, it is the Government System that has actually benefited more substantially from offshore funded projects. It is the Government's expressed hope, however, that the Mission System could merge with that of the Government, so that a well co-ordinated effort could be attempted, nationalizing the formulation and implementation of educational policies for a more universal insight for the benefit of all. Only in such a way would the existing conflicting issues between systems be favourably resolved.

Primary curriculum development

144. Sponsored and co-ordinated by Macquarie University of Australia and funded by ADAB, curriculum development of primary-level subjects initiated more than 10 years ago is now in its final phase, covering all of the following subjects: mathematics, English, social science, Samoan, science.

145. It is projected that by 1988, the full primary curriculum development programme would be completed.

Retraining and upgrading of teachers

146. To meet the rapid upsurge of educational innovation in terms of the modern trends, purposes and application of education, teachers trained more than a decade ago have to be updated both in knowledge content, and quality and skills. Once again ADAB came to the fore to assist in this effort. Project teachers and school inspectors were being sent to Australia for short-term training in teacher and professional qualities. Staffing at teacher education institutes have been improved, and a secondary teachers' training college was set up in 1978.

Major educational policy trends and developments

Junior high school development

147. In the early sixties, the concept of establishing junior high schools to absorb the ever-increasing number of Form II graduates was effected by establishing junior high schools at certain districts in sufficient numbers. Today, there are 20 junior high schools with classes ranging from Form III to Form V, with roll numbers ranging from 100 to 500.

148. In order to fulfil the original projected role of junior high schools, appropriate curriculum development in the areas of vocational and technical training has been proposed to the Government.

The Technical Institute (Western Samoa)

149. An attempt is being made by the Department to incorporate all educational developments as a single unit, rather than being segmented and disjointed. As the bulk of Form V graduates do return home to villages, some realistic plan must be programmed so that the role of junior high schools would become vocationally and technically biased, rather than too academic or examination biased.

150. Because of near redundancy of the original function of the Technical Institute - that of providing generally skilled manpower to meet the demand 20 years ago, a new structure and a new role must be determined to meet modern requirements in terms of training personnel, for the appropriate technology now evident in the country. Hence programmes to upgrade the staff, facilities, equipment and courses are under way, and relevant authorities and regional and international agencies are being requested to assist.

Senior secondary schools

151. This category covers three senior colleges - Samoa College, Avele College, and Vaipouli College.

152. Funded by the Japanese Government, better facilities and supplies of laboratory equipment, lighting plant, library bookmobiles, and tools have successfully been executed and are now being used in two of above schools - Vaipouli College (Savaii) and Avele College (Upolu). Included in the physical development aspect is the construction and furnishing of the Salafai Library at Savaii which was officially opened in early 1982.

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Other projects

153. As the activities and functions of the Department of Education expand, educational services must also be improved.

- The Publications and Printing Section has to be upgraded in terms of personnel and equipment.
- The library service needs modernizing in terms of books and equipment.
- The Schools Broadcasting Unit has to be improved through provision of better qualified staff and modern broadcasting equipment.
- The Examination and Research Unit must also be staffed with well trained personnel, and provided with printing equipment to ensure meeting target dates for national examinations, and strict security.

154. Otherwise, educational development projects, whether completed, ongoing or pending, have excellent prospects.

The National University of Samoa

155. The Foundation Year Programme (F.Y.P.) aims to implement this highly significant project.

SOCIALIST REPUBLIC OF VIET NAM

156. The targets of the educational service up to 1990 are:

- a) To continue developing the educational cause in accordance with the economic development, with special concentration on universalization of primary education;
- b) To improve the quality of education so as to meet various demands in the stage of building a unified socialist country.

157. Education is unequally developed - The universalization of junior secondary education up to the 9th grade is under way in the delta of Red River and cities, while in mountainous areas and the delta of Mekong River, universalization of primary education still remains a priority target.

Major educational policy trends and developments

158. To achieve universalization of primary education, the following two tasks are being undertaken:

- a) In regions where the majority of children go to school, efforts are made to reduce the number of drop-outs, mainly due to learning problems and repetitions. The reform of primary education and the replacement of old textbooks by new ones compiled under the revised curriculum have been undertaken. A major task at present is to undertake in-service training of primary school teachers so that they can grasp the new content and methods of teaching.
- b) In the regions where many children of school age remain out of school, there are programmes to mobilize the community's contribution to organize non-formal classes. It has been concluded that the normal curriculum does not suit the disadvantaged groups, so two special curricula, condensed from the normal curriculum, have been developed for: (i) children of ethnic minorities who have not mastered the Vietnamese language; and (ii) children in remote regions still out of school.

159. To link education and work is a major principle of educational policy. Different measures to promote the linkage are: (i) organizing pupils' labour at school or in production establishments associated with schools; (ii) teaching rudiments of industrial technology in cities and agricultural technology in rural regions; (iii) setting up centres for polytechnical education; (iv) stepping up vocational orientation activities; (v) setting up handicraft training centres; and (vi) convincing local authorities to give employments to graduates of general schools.

160. To promote scientific and technological competence and creativity, the measures adopted are: (i) improving the quality of scientific-technological teaching in general schools, particularly teaching basic science by a polytechnical mode; (ii) setting up special classes for talented pupils in mathematics, physics, chemistry, biology, etc. A developing country must develop science for all, but at the same time, it must promote talented pupils to become creative scientists, competent in upgrading the national science to the international level. Thanks to these classes, vietnamese pupils participating in international olympiads have won high prizes in mathematics and gained promising results in physics; (iii) providing the working people who have acquired primary education with short scientific-technological courses relating to the work in which they are engaged; and (iv) stepping up the activities of scientific-technological societies for promoting science among educational workers.

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161. The planning of teacher training is a major part of educational development planning. Due to unequal development of education in the country, there are two teacher training systems: the standard one and the non-standard one. The latter provides, through short courses, a large number of teachers. Their level is low, but that is improved later by in-service training.

162. Reforms of teacher training schools are designed to overcome weaknesses of new graduates such as lack of pedagogical skills, particularly in moral education, and lack of initiative in applying innovations in education.

163. There are difficulties in recruiting youth for teacher training schools. They do not like the teaching profession. It is intended to (i) create awareness about the significance of this profession; (ii) pay more attention to the pedagogical orientation in pre-vocational work; (iii) raise the teacher's social position and improve his living standards; and (iv) in some regions, organize classes in which pupils are supported by the state and given preparation for entering teacher training schools.

164. Guidelines for educational development in rural areas focus on stimulating the local authorities to take interest in education, provide assistance to the educational service and influence the schools for increasing its services to meet the local socio-economic targets. A good example of linking school and society is Cam Bink commune, which was awarded Unesco's Kroupskaia Order.

165. In urban areas, there is need to improve the youth's moral education and to cope with the consequences of cultural currents which are contrary to Vietnamese traditions and morality.

166. The major tasks in educational technology are to: (i) prepare new textbooks and to publish and deliver them to the whole country; (ii) improve pre- and in-service training of teachers in order to make new curriculum and textbooks effective; and (iii) provide schools with low-cost instructional materials.

167. The many developments in education in the Socialist Republic of Viet Nam are closely related to the work plan of APEID, which is of great benefit.

SRI LANKA

168. The policy orientation may be summarized as follows:

- 1) Progressive reduction of imbalances in the distribution of educational facilities between the districts;

Major educational policy trends and developments

- 11) Rationalization of structures of general education, technical education and higher education and diversification of courses for enhancing the efficiency of the system in meeting the socio-economic needs of the country;
- 111) Organization of non-formal education and training programmes with a view to providing educational and training facilities to adults and school leavers;
- iv) Restructuring of a decentralized educational administration for increasing its efficiency in planning and programming for educational development;
- v) Establishment of an independent body to streamline the operations involved in the recruitment and deployment of teachers;
- vi) Integration of teacher education with curriculum development through an organizational arrangement for closely co-ordinating curriculum design and teacher education activities.

Plans formulated for the future

169. Educational efforts during 1984-1985 will be directed towards implementation of some of the proposals and installation of appropriate mechanisms for preparing the ground for implementation of the others. Major programme areas in respect of which the Ministry has already commenced initial preparatory work are briefly described below:

170. National Institute of Education: The Ministry will take steps to set up a National Institute of Education. This Institute will keep the total general education system under surveillance, formulate suggestions for meeting national needs, and co-ordinate the educational development and staff training activities of the Ministry. It will monitor and evaluate performance in the above areas and launch research activities in the same areas for the improvement of the system's performance.

171. Teaching of life skills: A new subject called 'Life skills' will be introduced into the junior secondary curriculum (grades VI-VIII). The new subject will replace the technical subjects presently taught in grades VI-VIII. Arrangements have already been made to launch a project with UNDP assistance for introducing life skills in selected pilot schools. In the light of experience gained, life skills will be introduced in all junior secondary schools or junior

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secondary grades of senior secondary schools. The main aims of teaching this subject may be summarized as follows:

- To introduce the child to the world of work and inculcate in him a positive attitude towards it;
- To provide for the acquisition of skills in the use of common tools;
- To provide for an activity-based subject to give the non-academically inclined pupils an opportunity to excel in meaningful learning activities.

172. Pre-service training: In the coming years only graduates and holders of diplomas in special subjects will be directly recruited as teachers. They will be later trained while in service. GCE(A/L) qualified persons and persons with similar qualifications will have to undergo a course of pre-service training, if they aspire to be teachers.

173. Computer-based progress control: Action will be taken to computerize the progress control work of the Ministry.

174. Multi-zone administration: The Ministry will set up 42 new chief education offices in order to provide the necessary mediating organization between school zones and the district department.

175. Library services: A national library will be set up to act as a centre for the establishment of a Unified Library Service. It will also set up a library in each of those schools which presently need library facilities as a first step. This complex will house: (a) a national cultural centre; (b) a centre for revision of national books; and (c) a computer-based information and documentation centre.

176. Guidance and counselling: Guidance and counselling has received a renewed emphasis. Pupil performance in curricular and co-curricular activities will be continuously assessed and their personality development will be monitored and recorded in specially maintained cards. School clusters will be provided with special guidance and counselling units. All pupils will receive career guidance, and slow learners and emotionally disturbed pupils will get remedial instruction.

177. Distance teacher education: The Distance Teacher Education Project has been designed to perform the urgent task of training the large backlog of untrained teachers. After completing the clearing of the backlog of untrained teachers, the Project will concentrate on retraining of trained teachers for the purpose of updating their knowledge base and enhancing their capabilities.

Major educational policy trends and developments

178. Teacher education: The annual requirement of non-graduate teachers within the next few years is estimated to be in the range of 2,000-2,500. Eight of the existing 25 teachers' colleges will be developed to conduct the proposed fully residential pre-service teacher education programmes from October 1984. Each of these colleges will have residential facilities for 500 students.

179. The curriculum of these courses will be planned after taking into consideration: (a) the higher level of recruitment; and (b) the proposed changes in the school curriculum and structure.

THAILAND

Introduction

180. The education system in Thailand in the past decade has gone through a period of remarkable change. There were many factors leading to such change. Political, social and economic circumstances which had rapidly and, to a certain extent, unfavourably changed were among the major evidence. Students' uprising which took place in 1973 has also "considerably provoked Thai scholars, especially sociologists, economists and educators, to reconsider and review the role, function and status of the education system."¹

181. As a result of the above antecedents, an educational reform policy was promulgated in 1974. To be in line with the policy, the new National Education Scheme was formulated, emphasizing equal opportunity to education and self-development of all Thai citizens, with education being viewed as a means to well-being and happiness of all in the society. This new National Education Scheme has been officially implemented since 1977.

182. According to the National Education Scheme, the structure of the school system has been changed from the previous 4-3-3-2 (four years of lower elementary education, three years of upper elementary education, three years of lower secondary education and two years of upper secondary education) into the present 6-3-3 system (six years of compulsory elementary education or grades I-VI, three years of lower secondary education or grades VII-IX and three years of upper secondary education or grades X-XII).

183. The new systems, launched in May 1978, with one grade in both the elementary and secondary levels at the start, will complete its first cycle in May 1984.

1. Kamol Sudaprasert, The School Cluster Systems in Thailand: An Evaluation of Selected Aspects of an Educational Innovation. Unpublished dissertation, Florida State University, 1983, p. 9.

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Important educational trends and developments

184. In line with the policy stated in the 1977 National Education Scheme, the Fifth Five-Year National Education Development Plan emphasized the following major trends and developments:

Universalization of elementary education

185. Even though the progress of enrolment at the elementary stage, grades I-IV in the 6-14 age group, has increased to more than 90 per cent, the dropout and repeater rates are still high in many parts of the country. These problems need to be solved.

Raising pupils' achievement level

186. The qualitative aspect of the education system of Thailand is considered to be improved. According to this particular policy stated in the Fifth Five-Year National Education Development Plan, some activities and practices have been innovated as follows:

- a) The new curricula have been launched both at the elementary and secondary levels. The present curricula emphasize life and society as they are meant for all children, occupation-bound as well as academic-bound;
- b) The structure of the present school curriculum has been changed from the subject-wise approach of the previous curriculum into the integrated approach;
- c) The present elementary school curriculum uses the conceptual and behavioural approaches to content presentation instead of the former content-oriented approach of the 1960 elementary school curriculum. The behavioural objectives are the criteria for instruction and children assessments;
- d) Some attempts such as provision of learning materials, training of elementary school teachers, have been made in order to improve the learning and teaching processes.

Eradication of adult illiteracy

187. The illiteracy rate is still high, especially in the rural areas. The important policy that the Department of Non-formal Education has emphasized is on the eradication of adult illiteracy. Many activities have been organized for such eradication, such as one-teacher, one-volunteer project.

Major educational policy trends and developments

Moral education

188. Moral values education is being reviewed by a committee. The Government has formulated strategies to accelerate moral and values education. These include: (i) preparation of new textbooks and instructional materials; and (ii) preparation of teachers.

Work-oriented education

189. It should be noted that curricula of both the elementary and secondary levels are work-oriented. Working habits in the areas of work experience, work exploration, work efficiency, small-scale management and innovation are emphasized. Work experience has been introduced even at the primary level. Problems concerning this particular subject such as lack of learning materials still remain.

Expansion of secondary education

190. At present, about 40 per cent of pupils who finish grade VI continue their studies in grade VII. The Government has been trying very hard in order to expand the lower secondary education. It is expected that at the end of the Fifth Five-Year Education Development Plan, 60 per cent of the pupils who finish grade VI will continue their studies in grade VII.

Problems related to teacher training

191. The problems related to teacher training include both pre-service and in-service. The rate of unemployment in the teaching career is very high. Teachers' qualifications are not satisfactory. Pupil-teacher ratio in Thailand is very low (approximately 20 pupils for one teacher). In some provinces, there is wastage; for example, in one province, the pupil-teacher ratio is 10:1, but pupils per class is 25. Moreover, there are disparities among provinces and regions.

APEID

192. Thailand is pleased to participate in APEID, since most activities and projects are in line with the objectives stated in its Fifth National Education Development Plan; to name but a few: universalization of education at the primary level, development of materials for science education, improvement of educational methods.

TURKEY (REPUBLIC OF)

Changes in objectives

193. Because many youngsters were involved in terrorism and some of them were students, the educational enterprise was scrutinized along these dimensions and the evolutive process of each of them ended in some kind of innovation.

194. From the viewpoint of educational objectives, the primary one was to protect the Turkist youth from extreme and destructive ideologies. This did not mean to prevent them from legal participation in the evolution of social, political and economic issues. But it required a national ideology to provide their contribution in the solution of such issues.

195. In fact such an ideology has existed since the foundation of the Republic. It was composed of the tenets laid down by Ataturk and was materialized through his reforms. As the fundamental policy of education, he assumed the leadership in the fight against ignorance and declared science as the real guide in life.

196. After the 1980 revolution, Ataturk's tenets and reforms were restored and stressed in the objectives of all sub-systems of the Turkish education. In a nationwide campaign through all the channels of mass media, it has been clearly emphasized and owned that no educational objective or practice can be against these tenets and reforms. This historic policy which has been stated in the Fundamental Law of National Education long before 1980 was again reinforced along the transitional period to the democratic order.

197. Besides the reanimation of Ataturk's tenets and reforms, in the programmes of both the pre-election government and post-election government which came to power a few months ago, the inclusion of moral values in the educational objectives was required.

198. It has been widely accepted that through such national and moral values, the young generation shall be conscious enough not to be attracted by extreme ideologies.

199. Another innovative trend in the educational objectives is the emphasis put on vocational and technical education. This emphasis was materialized in a short time after 1980 through the noticeable increase in the number of vocational and technical schools. In fact the significance of such education was accepted right after the beginning of the planned development in 1962, but it has been periodically neglected.

Major educational policy trends and developments

200. A real change was introduced by the new Law of Higher Education. By dint of this law, all the objectives, structures and even administrative processes of higher education has been unified institutionally. A set of new objectives based on Atatürk's tenets and reforms were envisaged for higher education. It was followed by structural and instructional unification. The former introduced the integration of all the institutions of higher education. The latter provided the integration of the curricula in these institutions. As a result, the long and bitter rivalry and even conflict between academies and universities came to an end.

Changes in educational structure

201. From the viewpoint of schooling, some policy trends can distinctly be observed which already existed previously but were neglected due to political and economic instabilities before 1980. It should be borne in mind that such instabilities were intensified because of internal anarchy and terrorism. These policy trends in educational structure are summarized below:

- a) To extend the period of compulsory education through the integration of elementary and middle schools and to introduce an eight-year compulsory education. The middle school which was considered part of secondary education until 1970 is now perceived as part of elementary education. Nevertheless, this policy trend requires time and toil to be materialized structurally;
- b) To put all secondary (senior high) schools in one structure under the title of multi-purpose lycées. At present, there are about 15 types of secondary schools with various programmes. The majority of them consists of general high schools, technical high schools, and preacher high schools. The proliferation of secondary schools presents the equalization and democratization of this educational level;
- c) As a result of the new area of higher education, teacher training was upgraded to an academic level by the attachment of all pedagogical institutes to universities as faculties of education. In spite of its difficulties at the initial stage, it is expected to develop the quality of teaching in the long run;
- d) The creation of new functions and the acceleration of previous ones made the reorganization of the central Ministry of National Education imperative. As a result, more hierarchical levels were established in contrast to the policy trends as to the integration of institutional structures;

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- e) The Ministry of Youth and Sports has been combined with the Ministry of National Education. It can be considered reasonable that the education of youth should have unified policy decision implementation.

Changes in the administrative process

202. In line with the new objectives and structures of education, new policy trends can be observed in educational administration. In order to revitalize Ataturk's tenets and reforms, national and moral values, more central administration has been owned and implemented by the two governments since 1980. Based on this policy trend and application:

- a) More authority has been delegated to the administrators in elementary and secondary education, and it has been all the more so in terms of the Higher Education Act;
- b) All universities are subject to the Council of Higher Education. Also, the legal personality which previously belonged to the faculty belongs only to the university now;
- c) A high educational council which is composed of seven ministers has been established. This council will deal with educational plans and programmes at the ministerial level;
- d) As a result of emphasis on vocational and technical education, closer co-operation between such schools and industrial companies has been in practice. This in turn requires closer co-operation of the Ministry with the Faculty of Educational Sciences and creates new patterns of the administrative process as industrial co-ordinatorship in vocational and technical schools.

Changes in educational curricula

203. New policy trends in the objectives, structures and administration of education have rapidly reflected themselves in the school curricula. The new Minister of Education, after a general meeting with previous Ministers, which was an innovative and useful approach to the solution of educational issues, stated his decision as to the reorganization of the school curricula. Some of the new policy trends with regard to such reorganization can be summarized as follows:

- a) New courses in terms of Ataturk's tenets and reforms in all educational institutions;
- b) Compulsory courses of religion in elementary and secondary schools;

Major educational policy trends and developments

- c) Increase in the instructional hours of the native language;
- d) The introduction of technological education into secondary schools;
- e) Entirely new curricula aiming at a better school-industry co-operation;
- f) Necessary provision of lifelong education after general education;
- g) Utilization of academic resources in curricula innovation.

THE INSTITUTE OF EDUCATION AT THE UNIVERSITY
OF THE SOUTH PACIFIC, SUVA, FIJI

204. The University of the South Pacific was established in 1968 by the granting of a Royal Charter and Statutes to serve the needs of ten Pacific Governments. It now serves the following 11 countries: Cook Islands, Fiji, Kiribati, Nauru, Niue, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu and Western Samoa. These countries range in population from 1,600 in Tokelau to 650,000 in Fiji and are at different stages of development. It makes the operation of the University a more complex affair than would the operation of a national university.

205. The University has four major academic schools covering Agriculture, Social and Economic Development, Natural Resources, and Education. In addition, six "action-orientated" institutes have been established in order to facilitate the application and use of skills, equipment and other resources of the Schools of the University in appropriate tasks of regional development. The Institute of Education is one such unit and has close links with the School of Education.

206. The Institute of Education, established to strengthen the University's developmental role in education, provides for in-service and advisory needs throughout the region. It thus complements the work of the School of Education and supports and co-ordinates regional educational development at all levels.

207. The Institute's role in the region was discussed at the First Regional Advisory Seminar attended by Permanent Secretaries and Directors of Education held at the University in January 1977. At this and subsequent annual meetings, the aims of the Institute were agreed upon and programmes planned. It was recommended that the Institute should concentrate on four main priority areas: (a) curriculum development; (b) educational administration; (c) edu-

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cational evaluation and assessment; and (d) teacher education. It was also recommended that, wherever possible, the Institute should respond to any other urgent requests outside these priorities.

208. The main aims of the Institute are:

- a) To provide facilities and opportunities for the continuing professional development of educators at all levels;
- b) To provide consultancy and research services for countries in the region;
- c) To conduct research, the results of which can have a direct bearing upon educational developments in the region.

209. The Institute has had for a number of years now a Primary Reading Project which has concentrated on the early reading processes and materials as well as the early detection of reading problems. It has also under its umbrella three other programmes, the co-ordination and funding of which is independent of the Institute. These are the Commonwealth Youth Programme, library certificate programme and pre-school certificate programme.

210. Only a small part of the Institute's funding comes from the University's budget. Much of its operating budget is made up of funds from specific projects, either regional or national. Unesco, for example, has sub-contracted two projects to the Institute: one to help with development of vocational subjects, industrial arts, home economics and commercial studies; the other a pilot project in the development of school/community library services.

211. The Institute also publishes an educational bulletin called Directions which is published twice a year. It also publishes in conjunction with the New Zealand Council for Educational Research a series called "Education in the South Pacific".

THE ASIA-PACIFIC INSTITUTE FOR BROADCASTING DEVELOPMENT

212. The Asia-Pacific Institute for Broadcasting Development (AIBD) was formally established as an intergovernmental organization in August 1977 through an Agreement deposited with the Secretary-General of the United Nations. The Agreement has so far been signed by 17 Member States in the Asia-Pacific region and there are several others who are in the process of acceding to it.

213. The Institute, since its inception in 1972 as a UNDP/Unesco Project, has conducted about 350 training courses and about 6,000 persons from more than 32 countries have benefited from these courses.

Major educational policy trends and developments

214. About 40 of these courses have been directly connected with educational broadcasting (both radio and television), non-formal education and distance learning, including preparation of supplementary materials. These courses have been conducted at the regional and sub-regional levels, as well as at the in-country level.

215. In addition, a large number of courses have been organized which are concerned with areas such as rural development, consumer education, health, population, women, children. Subjects such as popularization of science, conservation of energy, self-help technologies, women's development, have been taken up in the last two years with a view to bringing together the two groups - content or subject-matter specialists and the broadcasters - in order to help them in achieving national development goals expeditiously through the effective use of mass media, especially the electronic media.

216. AIBD would be more than willing to organize special courses for the educationists on mutually agreed subjects/areas which could promote the use of electronic media for educational purposes, provided the necessary resources could be found.

SOUTH-EAST ASIAN MINISTERS OF EDUCATION SECRETARIAT (SEAMES)

217. In addition to INNOTECH and RECSAM which are already Associated Centres of APEID, other centres were introduced to the Meeting by the representative of SEAMES.

218. One such centre is the Regional Centre for Graduate Study and Research in Agriculture, or SEARCA. The Centre's main function during its Five-Year Plan FY 1984/1985 - FY 1988/1989 is graduate training and education in agriculture and related fields to develop highly trained manpower needed to backstop the agricultural and rural development goals of the SEAMEO member countries.

219. Within the next few years, SEARCA will conduct a regional manpower study to determine the current and future needs of the region in specific areas and levels of expertise in agriculture and related disciplines. The Centre and its host institution as well as other interested institutions of higher learning in agriculture will also endeavour to develop courses on biotechnology and applied microbiology and computer applications in agriculture.

220. For the research and related activities, SEARCA has determined to focus its efforts along six major agricultural problems or concerns, to wit:

- a) Farming systems;
- b) Integrated pest management;

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- c) Post-harvest handling and food science and technology;
- d) Biotechnology in agriculture;
- e) Computers in agriculture;
- f) Management of agricultural research and extension.

221. SEARCA shares with APEID an interest in education for rural development and in computer application in education.

222. APEID could co-operate with SPAFA (SEAMEO Project on Archaeology and Fine Arts) in integrating education with culture, and strategies for such integration. SPAFA, in its Second Development Plan (1981-1986), is continuing with its activities on archaeological researches and preservation and conservation of surviving artifacts, and at the same time it is stepping up activities on pre-history and fine arts.

223. In the Indonesian Sub-Centre for the Performing Arts, activities are focused on methods of documenting and preserving the performing arts especially in the area of dance and dance drama which are threatened by modernization resulting from the intensification of development programmes. In the Philippine Sub-Centre for Fine Arts, courses are being organized to further train arts teachers both in the creative and performing arts in the primary and secondary levels.

224. Further exchange of information between APEID and the above-mentioned SEAMEO Centres may result in some programmes of co-operation in the near future.

INTERNATIONAL BUREAU OF EDUCATION

225. The International Bureau of Education (IBE) was founded in Geneva in 1925 and in 1929 became the first intergovernmental organization in the field of education. In 1969 it became an integral part of Unesco, and its twenty-four nation Council is now elected at the Unesco General Conference, which also approves the programme and budget recommended by the IBE Council.

226. The IBE concentrates on comparative and policy studies in education and issues a variety of yearbooks, periodicals and publications. Many studies are related to the theme of the International Conference on Education (ICE) held every two years in Geneva, and which is attended by delegations, usually headed by the Ministers of Education, from over 100 countries. The October 1984 ICE Conference theme, "Universalization of Primary Education" includes sub-themes relating to the introduction of science and technology at the primary level.

Major educational policy trends and developments

227. IBE also maintains a computer-based documentation centre which is at the service of the Member States. In the future, IBE hopes to exchange information with the Member States through exchange of micro-computer "floppy discs" and perhaps by direct linkage of computer-based documentation services.

228. At the next International Conference on Education in October 1984, the Member States are invited to send films, video tapes, slide-sets and exhibits on educational innovations and projects. They are also invited to organize special interest groups and to make special presentations on projects and programmes which they feel would be of interest to others. IBE requests the Member States to send information well ahead of the Conference on what materials and exhibits they will send and on what special presentations and special interest groups they would like to lead.

229. IBE is now initiating a comparative study of educational innovations in the various regions. Tentative plans are to identify two or three major innovations in each region to be studied in depth by a team including local and international researchers. APEID suggestions as to which innovative programmes or projects should be included in this study would be appreciated.

Implications of policy trends in the countries

230. Suggestions for adjusting the Programme to cover common trends and significant developments are reflected in Part IV Sub-section I.

Part Four

GUIDELINES FOR THE WORK PLAN OF APEID FOR 1984-1986

1. The Meeting identified some priority concerns and proposed new activities for 1984-1986. These are briefly described in Sub-section I.
2. The Meeting divided itself into three separate groups to formulate the outlines of the projects to accommodate the new concerns and activities and later finalized them in a plenary session. These projects are presented in Sub-section II.
3. After completing the draft of the guidelines for 1984-1986, the Meeting, at the suggestion of a participant from the Republic of Korea, took up the financing of APEID in the future. In this connection, the Meeting adopted the following recommendation:

" The conclusion of the first ten years of APEID underscores the tremendous achievement of the network as it carries out its unique function of promoting innovative educational advances throughout the region of Asia and the Pacific. The report makes it clear that the co-operative nature of the APEID system is proving to be of immense assistance to all the Member States. Its continuation is therefore wholeheartedly recommended.

In the spirit of co-operation that is at the heart of the APEID movement, this Ninth Regional Consultation Meeting:

- i) calls upon the Member States to endeavour to provide financial support to APEID in order to ensure that the essential financial provision continues to be available;
- ii) calls upon Unesco to increase its support to APEID;
- iii) calls upon the Member States and Unesco to seek linkages with other international development agencies; and
- iv) calls upon UNDP to continue its funding support at an enhanced level."

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1. Expression of countries' interest in APEID activities for 1984 and identification of areas for concentration during 1984-1986

4. In the light of the interest expressed by the countries on the activities planned for 1984, a digest of activities was prepared. This is attached as Annex V.

5. More countries have expressed interest in some activities than can be accommodated within the available budget.

6. The draft schedule and purposes of activities as at Annex V were endorsed, subject to the suggestions for additions, as indicated under the areas for concentration during 1984-1986.

7. In the light of the review of the past performance and reflection on the policy trends and significant developments in the Member States, the participants identified the following areas for concentration of effort and elements to be added during 1984-1986:

- 1) Moral education, culture and arts in education, cultural values, health and nutrition education and education of girls should receive a high priority.
- 11) (a) Co-operative research and operational programmes should be undertaken for raising the achievement level of primary education (and quality at all levels).
(b) The National Institute for Educational Research (NIER), Japan, has taken an important initiative in setting up a project of elementary school curriculum with focus on integration of curriculum, moral education, work orientation and curriculum load. Within the context of APEID, this should receive a high priority as a co-operative joint study project.
(c) Support should be given to national studies on critical aspects of universalization of primary education including, among others, indigenous learning systems to improve the quality of education, provided that these do not form a part of (a) and (b) above.
- 11i) Joint innovative project may be undertaken on new models of secondary education.
- iv) Needs of the urban poor should be reflected in the activities undertaken under the several programme areas, particularly Programme Areas I, II, III and VII. The studies on interfacing education with other sectors and

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themes proposed under the project 'Alternative futures and education' should cover education and urban development in the context of futures also. The expertise and interests of the existing Associated Centres and resources of APEID would not allow the implementation of a full-fledged programme on this theme.

- v) Exploratory work may be done during the year to find out the future needs to be covered under APEID on training of distance educators, school-based in-service education, training and retraining of personnel for coping with the dropout problem.
- vi) Since more countries are interested in some activities than can be covered with the provisions available during 1984, efforts should be made to satisfy the expressed needs as far as possible during the current year, and to take the unmet needs into consideration while drawing up the work plan for 1985.
- vii) Training, particularly through mobile teams, and under attachments and resource persons exchange - these modes of operation should be expanded. This is particularly needed in such areas as special education, curriculum development, technical and vocational education, educational technology and science education. These training activities should be linked with other activities such as training seminars to derive a maximum benefit from the training of this type.
- viii) The role and capabilities of the National Development Groups should be strengthened. APEID should promote the sharing of experiences by publishing accounts of the initiatives that the NDGs have taken, particularly in regard to:
 - (a) Improving the selection of participants. The participants should have potential and motivation, besides an appropriate level of competence, to utilize the insights and knowledge and skills gained at an APEID activity in organizing activities to develop capabilities of the educational personnel in their countries in the subject of the activity.
 - (b) Effective utilization of APEID publications by a critical examination of each publication at NDG's meetings or by committees or Associated Centres designated for the purpose to ensure that APEID activity reports are made available to the potential

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users. Necessary action may also be taken from the national resources or under country programmes to adapt the publications and translate the adapted version into the national language for use by the teachers and other educational personnel. APEID should use its funds for LDCs to partly assist them in the translation of publications or the adapted versions of such publications.

- ix) Motivating and assisting the Associated Centres for evaluating the impact of their activities, particularly those undertaken within APEID's context, on teaching and learning situations at the grassroots level and exchanging information on their successful initiatives and strategies with other Associated Centres within and outside the country and with ACEID. Both the NDCs and Associated Centres should consistently seek ways to improve the impact.
- x) The reporting upon follow-up activities resulting from the project is the responsibility of countries, involving, for example, Associated Centres, NDCs, education authorities.
- xi) The needs of small island countries should be considered in the design and implementation of projects.
- xi1) The individual programmes should recognize and, where appropriate, utilize the non-formal education provisions by industry, commerce and the community.
- xi1i) Computer applications are to be considered in the context of teaching and learning processes.
- xiv) Combining education with productive work is seen as part of education for employment within the curriculum for primary (ii above) and in new models of secondary education (iii above).

II. Suggestions on co-operative innovative projects and other significant activities to be included in the APEID work plan for 1984-1986

A. Primary education

8. The Meeting focused its discussion on the Joint Innovative Project on Raising the Achievement Level of Children in Primary Education and on those factors which were considered as critical, in addition to those already identified. In the course of its

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deliberations, the following points were emphasized:

- 1) It is important to give proper attention to various possible arrangements for pre-school education and for making provision for health and nutrition education in order to minimize dropout rates and to optimize the effectiveness of primary education programmes. The Meeting considered that early childhood education should refer to learning during initial years of primary schooling as well as learning which takes place in non-formal and informal settings and practices in the family as well as in the community.
- 11) In view of the magnitude of the problem regarding girls' education in some countries, it was emphasized that the programmes on universalization of primary education should pay special attention to initiating new measures which will help increase enrolment and retention of girls in school.

9. The Meeting reviewed the "Guidelines for Drafting of the Co-operative Innovative Project on Raising the Achievement Level of Children in Primary Education" and considered the following two components:

- 1) Operational projects. The operational projects should take into consideration the multi-dimensional factors which potentially contribute to the improvement of the achievement of children, such as preparation of young children for schooling, improvement of health and nutritional status, skills and competencies of teachers, implementation of effective strategies for instructional improvement, involvement of parents and community and ensuring administration and supervision conducive to the enhancement of achievement. In implementing such projects, participating countries should utilize information, data, experience and research findings which already exist.
- 11) Research. It is recognized that there is a need in the member countries to undertake systematic research on critical factors of achievement and their interaction. Hence, critical areas for research having implications for improving and raising the achievement level of children should be identified.

10. The Meeting considered that early childhood education, education for girls, health and nutritional status should be dealt with in the joint innovative project. Therefore, the aspects of early childhood education, girls' education and health and nutritional status have been incorporated appropriately in the final version of the guidelines on the joint innovative project and national studies on raising the achievement level of children in primary education.

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11. In the finalization of the guidelines, the following items were considered necessary:

- a) Defining achievement in terms of the performance of children in relation to the objectives in the cognitive, psychomotor and affective domains;
- b) Inclusion of health and nutritional status as a factor which would contribute to optimal attendance and learning;
- c) Emphasis on the size and coverage of the population so as to make the project meaningful and viable for replication;
- d) Referring to early education as the initial years of primary education with attention to pre-school, non-formal and informal learning practices available to the child in the home and the community;
- e) Using the guidelines and framework in a manner that would allow countries to adapt them to their unique needs and situations while retaining the critical dimensions of the operational and the research sub-projects.

12. The following are the guidelines for the joint innovative project on raising the achievement level.

A.1 Joint Innovative Project on raising the achievement level of children in primary education

Background

13. Universalization of primary education is of high priority in the countries of the Asia and Pacific region. In the early stages, the concern was mainly centred on providing facilities and increasing enrolment. There is now an increasing emphasis on the quality of primary schooling.

14. The Eighth Regional Consultation Meeting on APEID stressed the importance of improving access and completion, as well as achievement, for universalization of education at the primary level. The enhancement of achievement is also one of the major thrusts of Unesco's present programme of work in the region (Unesco's Second Medium-Term Plan, 1984-1989: Programme Area II "Education for All"). The Plan interprets the concept of democratization of education as making opportunities for education.

15. A joint innovative project is proposed to be launched which would cover a span of three years with emphasis on action research, evaluation and diffusion.

Aims and objectives

16. The objective of the proposed innovative project is to enhance the achievement of all children in primary education. The project should bring together existing resources, and develop additional resources, to enable the introduction of national programmes for consolidating and enhancing the achievement of children at the primary level and improvement of the existing programme. Achievement here refers to the acquisition by children of the basic skills of learning and to their performance in relation to the objectives in cognitive, psychomotor and affective domains.

17. The duration of primary education and other determining factors differ from country to country. The norms of achievement will therefore vary across national boundaries. However, what is essential is the recognition of the need to have in the national programmes appropriate and relevant achievement norms of primary education and to monitor the extent to which they are being reached both at micro (school) and macro levels. A few such monitoring studies have been done in some countries of the region which would offer significant experiences to others also.

18. The project should encourage, in the participating countries, the establishment of programmes, pilot projects and research studies which relate to the following critical factors in enhancing children's achievement in primary education:

- i) The effective preparation of young children for primary education;
- ii) The implementation of effective strategies including methods and materials of instruction and pupil evaluation in schools, in the light of recent studies of young children's achievement in their early education;¹
- iii) The provision of teachers with the competencies, attitudes and perceptions necessary to enhance students' achievement;
- iv) The effective involvement of parents and community in the primary education of children;

1. Early education refers to initial years of primary education with attention to pre-school, non-formal and informal learning practices available to the child in the home and the community.

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- v) Ensuring that educational administration and supervision are conducive to the enhancement of achievement in primary-level children;
- vi) Ensuring health and nutritional status conducive to optimal attendance and learning.

Nature and scope of the project

19. The proposed project should from a networking of innovative projects built around a variety of efforts already under way and new initiatives aimed at improving and enhancing pupil achievement in the participating member countries.

20. The programme may have three basic elements:

- a) A research survey of the present achievement levels, particularly in the basic skills, which would provide the bench-mark data and identify with specificity the incidence, extent and nature of the shortfalls in the achievement levels. It should be envisaged that the survey would be repeated periodically to monitor changes.
- b) One or more projects which may cover two basic kinds, namely: those which inject new factors over and above those concerned in existing national projects to make present provisions more adequate and comprehensive; and those which develop new projects and programmes that include some or all of the critical inputs in some form;
- c) Research studies on those aspects of education and learning which seek to create or increase the knowledge base with respect to certain critical inputs for raising the achievement level of children.

21. The size of the population to be covered should be such as to make the project meaningful and viable for replication.

22. Evaluation procedures should be an in-built characteristic of all projects and programmes from the outset.

Preparatory work already completed

- a) Regarding the operational project:

23. A Task Force Meeting was organized (1983) on the study for raising the achievement level of children. Upon analysis of the important aspects of the problem, the Meeting proposed launching a project in a few countries by taking into consideration factors which are important for changing the level of achievement. These

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factors include effective preparation of young children for school; implementation of effective strategies for instructional improvement; provision of competent teachers; effective involvement of parents; effective involvement of community and ensuring educational administration and supervision conducive to the enhancement of achievement. Suggestions were made for the development of operational projects.

b) Regarding research studies:

24. A Technical Working Group (TWG) Meeting in 1983, devoted to Learning Needs and Problems in Primary Education, focused on research issues and proposals. A general framework for research was also prepared.

25. The TWG Meeting identified 'preparation of children for school' as a topic for collaborative study. Aspects relating to cognitive, linguistic, social, emotional and motor abilities in relation to the child; knowledge of schooling, practice and attitudes to education, and assistance to children in relation to parents; and teachers' roles, learning environment and effective communication with parents in relation to schools were considered important factors and issues for emphasis in the study. A general framework and approach for research was also prepared.

Project implementation procedures of the project

26. The following activities should be undertaken:

- a) Each country should develop a detailed national plan for launching the project.
- b) Meta analysis and research by national research teams in aspects of primary education which would highlight and bring into the fore the critical factors of effective learning, acquisition of knowledge, skills, and competencies by children.
- c) Planning, implementation and monitoring of the innovative project. Project steering groups in the participating member countries should be constituted.
- d) Inter-country study visits should be organized to project sites that are of major relevance to the concerns of the project in conjunction with item (e).
- e) An interim review should be made of all projects.
- f) A finalization meeting should be held to synthesize experiences; to examine aspects of the project having implications for dissemination, and to design alternative designs for enhancing children's achievement.

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Designing the national component of the project by the countries

27. Each participating country should develop a design and plan within the broad framework of the joint innovative project. The design and plan should cover the following:¹

a) Rationale, assumptions, scope, aims and objectives of the project.

b) Target groups and coverage

Present programmes for raising and improving the achievement level of children and how this is to be dovetailed with the proposed joint innovative project as well as in the development of new projects.

c) Methodology

Conceptualize methods and strategies to be employed for each critical factor underlined in the project, training and development of staff and personnel, the kinds of materials to be developed and procedures to be taken in their trial and adoption.

d) Implementation schedule, and phasing of activities

Within the broad time-frame outlined for the joint innovative project, a time schedule and phasing of the project to be prepared.

e) Sharing and interaction on project outcomes

1) Plan for sharing and appraisal of project outcomes within the country through interaction with the existing school system with participation of teachers, educators, parents and other related groups.

11) Plan for interaction of people involved with projects in the region and for sharing and dissemination of project information in the member countries.

f) Project review and evaluation

Plan for in-country review and evaluation of the progress and outcome of the project.

1. The outline is intended to allow countries to adapt the project to their unique needs and situations.

Expected outcomes

28. The project would indicate how the achievement of all children in primary education can be enhanced. The large discrepancy between children's potential and achievement will therefore be reduced, as may drop-out rates, while completion rates are expected to increase. It would also lead to a better appreciation of factors which are critical in enhancing children's achievement, and generation of knowledge which could be utilized by all countries in and outside the region.

A.2 Research on critical areas relating to achievement

29. In the light of the scope and objectives of the joint innovative project on raising the achievement level in primary education, the Meeting critically reviewed and examined the list of research areas which were identified by a Technical Working Group Meeting on Learning Needs and Problems in Primary Education which took place in 1983 in Bangkok. The Meeting was of the view that the areas identified by the Technical Working Group are of critical importance for raising the achievement level of children and should be the subject of research in the member countries with possible support from APEID.

30. In respect of some research aspects listed in the report entitled "Learning Needs and Problems in Primary Education, Volume I - Research issues and proposals" (page 15), a few additions and elaborations have been made.

Table 1:

Title of Research	Factors/Issues	Research Approach
Preparation of children for school learning with emphasis on initial years of primary education	In children:- Cognitive abilities; Linguistic abilities; Social and emotional abilities; Motor abilities.	Stage I:- Identification of factors and problems (including literature reviews; meta-analytic studies; surveys; studies of communities).
	In parents:- Knowledge of schooling; Positive attitudes to education; Assistance to children.	Stage II:- Development of materials and testing their suitability with samples of parents; Identification of suitable media for presentation of materials.

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Title of Research	Factors/Issues	Research Approach
	In schools:- Teacher's roles; Effective communication with parents; Classroom environment; Instructional strategies and materials.	Stage III:- Distribution of materials via selected media.

31. In addition, the Meeting reviewed the list of other research areas and was of consensus that the three areas given below are of critical importance and these should be considered for research studies by individual countries.

Table 2:

Title of Research	Factors/Issues	Research Approach
Parent education programme	To provide parents with a systematic programme of information about their children's development (age range: birth-6 years)	Design of materials and media- and checking their comprehensibility with samples of parents, particularly those of low SES and low level of education populations
Changes in achievements and personality factors of disadvantaged and other children studying in primary classes in urban and rural schools	Academic aptitude: achievement in subjects in primary grades; personality variables, SES of families; parent-child relations; school climate; social skills developed.	Study of school records; re-analysis of data from an earlier longitudinal investigation into dropout problem; structured interviews with individual parents
Meta-analytic research on early intervention programmes	1. Effects of early intervention on children's preparation for school	1. Definition of population of "studies"

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Title of Research	Factors/Issues	Research Approach
	- cognitive abilities (language skills, perceptual development, concept formation, etc.) - affective traits (self-concept, achievement motivation, attitudes toward teacher and schools, etc.) - psychomotor skills (eye-hand co-ordination, motor skills, physical readiness, etc.)	2. Collection of available research data 3. Transformation and standardization of the data 4. Statistical analysis of the data 5. Integration and general conclusion
	2. Effects of early intervention on parental involvement and attitudes toward children education	
	3. Other effects and factors	

32. Moreover, the Meeting suggested the following topics for consideration:

- Health and nutritional status and achievement of children;
- Development of reading and numeracy skills;
- Achievement differences by sex variables;
- Assessment of non-cognitive learning;
- Homework as a reinforcer of learning;
- Parent intervention in relation to children's achievement.

33. It is suggested that linkages and exchange should be established with similar regional projects in the Unesco programme such as the Major Programme for Latin America.

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A.3 Girls' education - High-level regional mobile panel on girls' education for consultations and national campaigns for development of girls' education with particular reference to universalization of primary education

34. Realizing the urgency of denting the serious problem regarding the education of girls particularly in Bangladesh, India, Nepal and Pakistan and some other countries, the Meeting developed a plan calculated to trigger action towards female literacy and education.

35. Plan of action: Promoting female literacy and education.

The problem

36. In 1983 eleven countries undertook and completed national studies on universalization of primary education with emphasis on access to education for disadvantaged groups. A review of the studies revealed that in four countries, namely, Bangladesh, India, Nepal and Pakistan, the participation and retention rates for this sector of the population are far below those of males. It is possible that there are more countries in the same situation. If this situation persists, a vast potential reservoir of power which may be harnessed for personal and social development will continue to be under-utilized and wasted, and as a consequence the countries' development may be stymied.

37. The urgent need for a viable strategy for galvanizing action in each country towards promoting female literacy and education has been articulated by educational leaders of these countries.

Objectives

38. The proposed strategy and its features are designed to inspire the initiation of action calculated to achieve the following objectives:

- a) To inspire government and community leaders, parents and educators to exert greater efforts to make education accessible to females;
- b) To encourage the enrolment of girls upon reaching school-entrance age and their retention in school until they complete primary education;
- c) To promote the attendance of out-of-school females in non-formal education programmes in the areas of literacy and the development of livelihood skills and civic, moral and cultural values;
- d) To encourage the re-entry of female dropouts in school.

Intended clientele

39. The following people should be addressed in order to achieve the objectives above:

- a) Policy makers and the national planning bodies, and in the social development sectors of government, namely, education, health, labour and social services;
- b) Educational planners and curriculum development workers;
- c) Civic leaders, both national and local;
- d) Parents, teachers and school administrators;
- e) Representatives from the mass media sector;
- f) Women organizations and social workers.

The strategy

40. The components of the proposed strategy are the following: (a) a mobile panel of women and men from countries in which female education has received equal opportunities with males and from countries where female education is still a critical concern; (b) a publicity system that should provide support for the mobile panel; (c) communication media, such as posters, handbills and brochures available in the panel members' countries; and (d) forums.

41. The Panel. A panel of three to five female and male leaders and educators from different countries who are known to have prestige and talents for persuasion or who have had broad experience in motivating or directing programmes for increasing access of females to educational opportunities and broadening their participation in development should be invited to visit the four countries to promote literacy and education among females. The panel should be perceived as a goodwill mission.

42. In each of the four countries, a mixed group of educators, women leaders, media men, top educational planners, leading teacher-trainers and curriculum specialists should constitute a national steering committee whose functions include:

- a) preparatory work, i.e., planning for the forums, interviews, etc., and the publicity to be accorded to the panel's activities;
- b) briefing of the panel;
- c) development of a plan for follow-up work;

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- d) making arrangements for the panel's activities.

43. The chairman of the committee, through the NDG, should co-ordinate with APEID on the panel's visit.

44. Forums. The panel may visit each of the four countries and their activities should include the following:

- a) Meeting with policy makers, development planners, civic and social leaders in which the members project what their countries have done and are doing to raise the number of educated females, and how this sector of the population enhances their own personal as well as national development;
- b) TV/radio interviews which bring to the fore the benefits to the family and nation of having educated females, which means more enlightened wives, mothers, workers and citizens;
- c) Informal chats with people who may be able to contribute to the promotion of literacy and education among females;
- d) Other forums for disseminating the advantages of educating females.

45. The panel should address itself to triggering public interest and mass movement in support of efforts such as the following:

- a) Formulation of new policies stressing the provision of greater access of females to education and participation in planning and policy development activities;
- b) Launching of new programmes/projects/activities addressed to female literacy and education;
- c) Increased female participation rate in all schools;
- d) Increased female survival rate in all schools;
- e) Increased participation in non-formal functional literacy and other programmes;
- f) Positive attitudes towards the attendance of females informal and non-formal classes;
- g) Reentry of female dropouts in school;
- h) Enrolment of the overaged for schooling and out-of-school females;

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- 1) Initiation of movements along the theme of "Man and Woman: Partners in Development";
- j) Spin-off activities such as forming girls', women's, mothers' clubs;
- k) More coverage of mass media on female literacy and education as well as participation in development.

Publicity system

46. Communication media available in the countries of the panel members shall be used, whenever possible, in the forums in which they participate.

Assessment

47. After the panel's visit, a follow-up should be made by ACEID to assess its impact, in consultation with the countries concerned.

B. New models of secondary education and specific training programmes for school-level education

a) Joint studies on the emerging new models of secondary education

48. Past emphasis in restructuring secondary education was partly focused on the introduction of vocational courses into the secondary curriculum. Many countries in the region have recognized the inadequacy of this approach. A concern for broader changes and new models for secondary education has now emerged in several countries in the region which have been planning changes in the secondary education cycle, but no generally acceptable model has yet been evolved.

49. To some extent, the importance of a joint innovative project on this subject is accentuated by pressing problems in the secondary cycle. In many instances, secondary education is linked to university curriculum needs. But only a minority gain entry into the universities, which thereby provides the majority with a partial and inadequate education. Remedial measures may therefore require an appropriate vocationalization of general education balanced with an appropriate curriculum core. The proportionate balance in the different curricular elements may vary between junior and senior secondary segments of the cycle and in terms of each country's specific needs and resource availability. Not only should secondary school graduates or school dropouts at this stage be able to find work and employment, but they should require an appropriate range of values, skills and attitudes enabling them to be useful citizens of the society.

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50. Appropriate attitudes to work and work experience as well as to social ethics and the moral dimension of education should also have an adequate reflection in the core curriculum of the secondary cycle. Restructuring the secondary cycle should also take into account the need for scientific creativity in view of prospective changes in society and technology. In particular, computer use and communication technology are already having a substantial impact on the curriculum content, learning methods and even the purposes of education. These elements will require innovative exploration of new models of secondary education. Each country will have to design, implement and improve new structures, curricula and learning methods on a continuing basis to be aligned with the rapid, complex and major changes in society and technology happening at present and in the near future. In this venture, the inter-supportive co-operation of the social sector, particularly the rural sector, for secondary school development and curricular enrichment needs to be explored and strengthened. The secondary education cycle should also be flexible in order to enable the fuller achievement of the individual potential and talents of pupils in subject areas where they have special aptitudes at higher levels of individual capacity.

51. Secondary school structures should be flexible to accommodate the specific needs of individual schools as far as possible. A reorganization of the secondary cycle should also be supported by adequate teacher training and other resources. Problems and weaknesses resulting from changes in the secondary school structure should also be carefully examined in order to learn from such experiences.

Objectives

52. The countries involved in the restructuring and reorientation of their secondary education could establish a network of centres and projects aimed at developing alternative models of secondary education to suit their critical needs, to exchange materials and to co-operatively develop curricular and exemplar materials so that they could select, choose, and adapt them before use. The project is thus aimed at co-operative development of the emerging new models of secondary education by the participating countries.

Design and plan

53. The design and plan of the project involve:

- 1) An inter-country exchange of resource persons who are playing a role in their countries in planning models of secondary education;

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- ii) The organization of a planning meeting to develop the outline of new structures and guidelines for the implementation of new structures and curriculum frameworks;
- iii) The preparation and try-out of pilot institutions, or pilot wings within existing secondary schools and also of curricular and instructional materials through selected Associated Centres;
- iv) Technical support for countries wishing to set up new types of secondary education institutions; and
- v) A continuous review and reflections thereafter to promote innovations in secondary education in the countries.

54. As for phasing, it is proposed first that a task force meeting (planning meeting) be convened to consider new models of secondary education and to recommend further work for the development of curricular and instructional materials for one country engaged in the process of reforming secondary education.

55. These activities would be followed by support to national workshops in other countries for the planning and development of structures and materials and trying them out in interested countries during 1985.

56. Continuous exchange of experiences, materials and expertise among the countries during 1984-1985 and the first collective review of the outcomes may take place at a meeting which may be convened towards the end of 1986. The meeting in 1986 may result in the development of guidelines for alternative approaches to the organization of new models of secondary education and identify exemplars of curricular and instructional materials on selected subjects.

57. In view of the interest expressed by several countries, it is expected that a part of the cost would be borne by the countries from their own resources or from country projects. Several other provisions under APEID (such as attachments, study visits, resource persons exchange and mobile teams) would be utilized within the framework of the joint studies to promote extensive sharing of experiences, materials and expertise.

Expected outcomes

58. Co-operative development and implementation of new models of secondary education.

- b) Co-operative research and development project for preparation, try-out and finalization of curricular and instructional materials for training distance educators

Background

59. Distance education is one of the most rapidly developing modes of education in most countries of the region. In the last five to seven years, several institutions and structures have been established to provide distance education programmes generally using multi-media approaches covering correspondence education, educational broadcasts, video education and audio-cassettes. These programmes are usually supported by person-to-person contacts through tutors for guidance of the distance learners. The most important clientele groups are untrained or inadequately prepared primary school teachers, and students of vocational courses. Courses have also been developed for the primary and secondary students who cannot attend regular educational facilities or since the educational institutions they attend do not offer the subjects of their interest.

60. The most critical need which is now being felt by most of the countries in the region is the lack of opportunities for training distance education staff. A beginning in coping with this problem was made during 1983. At one regional activity, an analysis was made of the existing and proposed strategies. Then, selections from available materials were produced. These were used by the participants in holding national workshops for training the staff of the distance education institutions and projects. At another regional activity, the personnel profiles for training strategies of distance educators were prepared.

61. Training of personnel of distance education can be considered at three levels - as a component of pre-service training, as a part of in-service training, or in the form of continuing education programmes using the distance mode. Some of the main categories of personnel requiring training include the following:

- i) Policy makers, planners and managers;
- ii) Curriculum planners and subject specialists;
- iii) Course co-ordinators and tutors;
- iv) Writers, reviewers and editors of material;
- v) Educational technologists;
- vi) Educational radio and TV script writers, designers and producers;
- vii) Examiners and programme evaluators.

Nature of the project

62. On the basis of materials already developed by earlier projects in this field, the pressing need is to prepare a manual of training and materials to be reviewed and refined for use at a sub-regional training workshop.

63. This workshop would involve the critically placed distance educators from several countries with a view to enabling them to hold training workshops within their own countries for strengthening the staff of their distance education centres and projects. This is an activity in which many countries, both developed and developing, are deeply interested.

c) Joint studies on in-service training of teachers for coping with the dropout and repetition problems

Background

64. Universalization of education has three inter-related aspects of enrolment, completion and achievement. The dropout problem has, however, clearly emerged as of equal concern as that of access and achievement. Several countries are implementing projects to reduce dropouts and increase completion rates. In-depth studies of dropout problems in a few countries have been compiled.

65. It is recognized that the dropout problem is not solely confined to factors within the school. Social, economic, family and other elements equally affect this phenomenon. But it is equally evident that teachers have a significant role to play in minimizing the incidence of repetition and dropouts. This would require the development of appropriate skills and capabilities of teachers and the improvement of resource materials in programmes of retraining teachers for this purpose.

66. Training strategies and plans need to be redesigned to cope with repetitions and dropouts and to increase the motivation of pupils as well as remedy their learning difficulties. Such training programmes should also generate a greater degree of commitment of teachers and also assist them in fostering in parents a positive attitude to learning.

Project focus

67. It is proposed to undertake a series of activities to prepare teachers through in-service courses to cope with the problems of dropouts and repetitions. The national in-service courses should analyse country-specific dropout data and prepare preliminary materials and evolve strategies for discussion in the regional workshop to be convened in 1985.

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d) Joint studies on school-based in-service training of teachers

Background

68. The emphasis of in-service training in many countries of the region from the institutional standpoint is mainly at the central, provincial and district levels. Though such programmes in many instances provide school-focused forms of training, some deficiencies are still evident. The content of training is not always related to the individual school needs. Also the generation of training by agencies external to the schools does not adequately involve and motivate school staff. For reasons of resources, such programmes also tend to be episodic.

69. The development of in-service training programmes and strategies based at the school level will provide useful links with other programmes conducted at the central, provincial and other levels. Experience in school-based training has shown that its outcomes are more productive and programme costs less expensive. A greater familiarity with individual problems of the schools make such training more relevant. This training which is conducted within the school setting also enables active involvement of the school principal and other supervisory staff of the school. The removal of teachers from the school for purposes of training is also avoided. Such programmes enable a greater degree of participation of school staff in problem identification, planning and execution of such programmes. The training mechanism at the school level also permits greater continuity in training.

70. School-based in-service education provides a good venue for teachers to grow on the job. It could meet not only the immediate needs of the teachers, but also change their attitude towards teaching and learning which has an important impact on pupils' behaviour.

Project focus

71. The project is intended to improve the in-service training of educational personnel by practical training and educational innovations by national workshops. National workshops oriented towards development of school-based in-service training of educational personnel adapted to specific conditions of the member countries will be held. Consultation with countries and other institutions will form the preliminary activities. The workshops should generate case studies of school-based in-service projects to be prepared by participants. A handbook will subsequently be prepared on this basis to provide a resource guide for school-based in-service education.

C. Significant new demands and developments

Introduction

72. The Meeting identified certain significant new demands and development, in addition to those already covered under sections A and B, which need to be addressed during the remaining period of the third cycle of APEID. These were:

- 1) Computers in education.
- ii) The role of National Development Groups:
 - a) Progress since the Eighth Regional Consultation Meeting on APEID;
 - b) Selection of participants;
 - c) Facilitating the dissemination of APEID-generated information and its translation into national languages;
 - d) Ensuring the involvement of teachers and the impact of the Programme on teaching-learning situations;
 - e) Communication support and the creation of a supportive climate; and
 - f) Interaction with other development agencies at suitable levels and in appropriate forms.
- iii) Promotion of moral education.
- iv) The place of culture and the arts in education

National Development Groups

73. The Meeting considered the Guidelines (Appendix A to Part Four) for the roles and functions of the National Development Group (NDG). It reassessed the comments made in formulating the report of the Eighth Regional Consultation Meeting. During the last year, no major changes have taken place which demand any major alterations in the recommendations which were made by the Eighth Regional Consultation Meeting.

74. The Meeting recognized that Unesco has a much larger and broader programme of education covering many concerns, and within that APEID's main aim is to develop national capabilities for educational innovation which can contribute to and strengthen national development efforts. In view of this, the role of NDGs, which are the kingpin of the institutional framework of APEID, should be seen as of an advisory and catalytic nature to broaden the perspective of the APEID institutions. NDGs have to act essentially as the identifiers and stimulators of educational

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innovation for development within the Member States; studying their processes and practices; co-ordinating the activities of the Associated Centres for the purpose of channeling and sharing the national innovative experiences at the regional level; and making the outcomes of regional co-operation within APEID known widely within their countries.

75. The Meeting considered that as a preamble to the guidelines developed by the Eighth Regional Consultation Meeting on the roles of NDGs, it should be emphasized that the linkage of NDGs with ACEID should be established according to requirements of each Member State as communicated to the Unesco Regional Office, Bangkok. In bridging the communication to each NDG, ACEID should be required to transmit a copy of each letter concerning the APEID network to the Chairman of the NDG. Each NDG should then work within the requirements of the directives of its Government.

76. It was explained by the Secretariat that the channel of correspondence between the Member States and Unesco, of which APEID is an integral part, is determined by each Member State according to its own arrangements, and it is the Government which informs the Organization as to what should be the proper channel of communication. In the majority of cases, at present, this channel is through the National Commissions for Unesco which exist in each of the Member States participating in APEID. It was further explained that in respect of APEID activities, all major communications are invariably endorsed to the Chairmen of the NDGs by name so that the NDGs are kept informed of all the developments, programme details and requests for participation.

77. The NDGs should work out closer relationships with the National Commissions for Unesco. One way to maintain such a close co-operation would be to have a representative of the National Commission as a member of the NDG.

78. As the choice of the participants for various APEID organized activities is of crucial importance to get the optimum results from such activities, it is necessary that the participants should be persons who could play a leadership role in their countries and should be fully aware of the related innovations and be briefed about the tasks and objectives of the activity.

79. It was heartening to note that in some countries, the NDGs play an important role of an advisory nature in the selection of the participants, and it is suggested that each country may examine and make arrangements in this regard so that the NDGs could play a more positive role in assisting the concerned authorities in the Member States in selecting proper participants.

Guidelines for the work plan 1984-1986

80. It is also suggested that participation in APEID activities should not be concentrated on a few persons or a few Associated Centres. If national capabilities are to be built and innovations are to be disseminated widely, it would be most helpful to broaden the base of participation both in terms of the choice of participants as well as the Associated Centres from which they are drawn.

81. The Meeting noted that some of the centres have not been active in taking part in APEID activities. It is highly desirable that the NDGs should examine this and develop ways and means to stimulate the participation of such centres.

82. As APEID is essentially a network of institutions proposed by the Member States for association with the Programme, and they are playing a key role in educational innovations for development, the participants should be drawn from these Associated Centres.

83. Regarding the dissemination of APEID generated information, the Meeting believes that as all APEID activities emerge out of the national concerns and projects, the dissemination of the results of APEID actions to a large extent become an integral part of the national projects. This takes place by providing innovative ideas to make programme alterations or to initiate new activities.

84. As the Associated Centres which have been offered by the Member States for association with APEID are the key institutions in their areas, they offer the best way of filtering the results of APEID activities, through their programmes, to the grassroots level.

85. The Meeting also reiterates the need for providing support to the NDGs and Associated Centres for translating selected portions of APEID publications relevant to their need into national languages to facilitate their use by teachers and other educational personnel. This is particularly so in countries where English is not the medium of instruction or widely used by teachers. Therefore, the decisions of the Eighth Regional Consultation Meeting with regard to translation and dissemination were endorsed.

86. For any innovation to be successful and bring about a change, there has to be an acceptability of such innovation on the part of the teacher.

87. Various strategies are being used in the region for this purpose. Inter-country experiences gained under APEID are reaching the grassroots through normal national sources and newsletters being brought out by the NDGs which are widely distributed.

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88. The Meeting strongly recommends that each NDG should bring out a newsletter which should contain a resume of NDG activities and reports on the outcomes of various APEID activities for a wider dissemination among institutions and teachers. These newsletters should also be exchanged amongst the NDGs.

89. The guidelines for the NDGs set out and agreed upon at the Eighth Regional Consultation Meeting contained a number of suggestions for maintaining communication support. They also suggested that the membership of the various NDGs should be extended by the appointment of various individuals with particular expertise and/or affiliation to agencies that support the work of the NDG. This latter provision provides the framework within which the work of various other development agencies could be related to the tasks of the NDG either permanently or for the duration of a particular project.

90. The Meeting considered that ACEID should refer to MINEDAP V and the subsequent advisory committee meeting the manner in which APEID has developed its procedures and directions over its initial ten years and should seek either their endorsement or any amendment for the future.

Promotion of moral education

91. The Meeting agreed that strategies should be developed that would promote moral education. Programmes already carried out in a number of countries were discussed and the difficulties of maintaining an improvement in moral values in the climate of the twentieth century were acknowledged.

92. However, it was agreed that the positive values already inherent in Asian and Pacific societies were such that every effort should be made to nurture them with the assistance of the education system.

93. It was agreed that the APEID programme should be amended (i.e., either extended by the addition of a specific new programme component or by its substitution for some already agreed programme). The Meeting believed that the matter was of such importance that it must be included in the 1984-1986 programme in one way or another.

94. The Meeting considered that there should be regional programmes designed that would isolate the strategies being used to establish moral values in the educational process. These would include such things as the establishment of a caring school climate; activities that develop mutual assistance amongst pupils; the establishment of models by teachers; and the values to be found in the beliefs of the wide range of religions to be found in the Member States of the Asia and Pacific region.

95. The enormous task inherent in such an approach was recognized, but the Meeting considered that it was one that must be attempted. If, as a result of innovations in the education system of each Member State, it could be said that teachers and pupils were better able to make value judgements of a moral nature, the effort would have been successful.

96. The Meeting took note of the fact that during the second cycle of APEID, there was a joint innovative project on moral education in Asian countries which was jointly organized by ACEID and the National Institute for Educational Research (NIER), Japan. The outcomes of this project were documented in the research bulletin of the NIER, January 1981, No. 20, under the title 'Moral Education in Asia'. This document provides baseline data on what is being done in the name of moral education in 16 countries participating in APEID. It has identified some basic issues in moral education as follows:

- a) The concept of moral education
- b) Why moral education?
- c) The dichotomy between moral precept and moral practice
- d) Conflict between traditional values and modern lifestyle
- e) Socio-economic conditions and their influence on moral behaviour
- f) The relationship between moral education and religious education
- g) Freedom of thought and expression
- h) Conflicts between nationalism and international understanding
- i) The spirit of competitiveness
- j) Organization of moral education programmes according to developmental levels of children
- k) Moral education: independent subject or integrated subject?
- l) Instructional strategies in moral education
- m) Evaluation in moral education
- n) Teacher preparation for moral development
- o) The effects of mass media on moral development
- p) Intoxicants and moral education
- q) Dilemma in the directions of the development of human society.

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97. While not exclusive, these could be re-examined within the framework of the proposed programmes. There should therefore be:

- i) Research undertaken to identify the extent to which educational practices are being used to influencing moral education in the region;
- ii) Regional and sub-regional consultations, inter-country visits and workshops to identify innovative educational strategies already successfully used in Member States to promote moral education;
- iii) Guidelines established that would give innovative suggestions for development of moral education strategies in the Member States.

98. The Meeting also looked into the problems of education, culture and arts on which the thinking of the Meeting is set out below. It may be pointed out that the whole question of moral education is very closely interlinked with culture as part of any educational programme and what has been said above should provide inputs into actions that have been proposed under education, culture and arts section of the report.

Place of culture and arts in education

99. The Meeting observed that the basis of any education system is the preservation and promotion of cultural attitudes and values within the community. The aim must always be to ensure that there is no loss of cultural identity.

100. Stressing culture and arts in educational activities within a programme of educational innovation for development appears justified on two grounds: (i) as increasing the day-to-day effectiveness of education; (ii) as reflecting the present evolution of the concept of development from a purely economic one into a global comprehensive concern.

101. All countries have programmes to ensure the exposure of their children to all that is best in the cultural heritage of that country. There are specific programmes for teaching various art forms, such as painting, music, sculpture, games, handicraft. There are activities for the promotion and the exposure of children to literature, music and the arts. It is clear that all countries see a place for scholarship in cultural and artistic matters.

102. It is essential that there will be developed various teaching materials to assist in these projects, and that attention will be given to these needs in the training of teachers.

103. The importance of the inclusion of culture in programmes of education has now been recognized. It is necessary to emphasize that culture can be a valuable aid to educational instruction. This has been found to be so, especially in respect of first and second generation learners from isolated and disadvantaged communities. An induction of elements of local culture partly removes the alienness of the school system. Non-competitive participatory methods of teaching and learning that facilitate acquisition of knowledge and skills should be examined. They have been found to be particularly useful in improving communicational ability and mathematical reasoning.

104. The Meeting had the benefit of knowing of the programmes in the area of education in culture and arts being promoted by the Southeast Asian Ministers of Education Organization (SEAMEO) through the SEAMEO Project in Archaeology and Fine Arts (SPAFA) and the Asia-Pacific Institute for Broadcasting Development (AIBD). The establishment of linkages with these institutions by APEID will enrich action under this area.

105. Considering the recommendations made by the Regional Meeting on the Classroom Use of Artistic and Cultural Heritage, convened by the Unesco Regional Office, Bangkok, in September 1982 and the efforts being made in different countries, the Meeting suggested that during the remaining period of the third cycle, two activities could be promoted:

- 1) A survey to obtain baseline data on what approaches, strategies and methodologies are being used in various countries for education in culture and arts. This survey should have a major focus on innovative strategies being used in the countries to identify the cultural roots;
- 11) Different materials and media are being used to promote education in culture and the arts in various countries, and APEID should assist with an inventory of these materials and publish it in order to expand the knowledge of such countries of the region.

106. These two activities could then be used to develop a more detailed plan for consideration during APEID's fourth cycle operation.

107. The Meeting was concerned with the particular problems caused in countries with multi-cultural groupings in the population. It considered that the education process should be adapted to bring about a better understanding and appreciation of the various cultural differences. It considered that strategies should be examined and implemented that would ensure that any such differences are not suppressed in order to maintain the emphasis of the major culture.

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Computers in education

108. Interest in computers in education was expressed during the Eighth Regional Consultation Meeting, particularly in relation to the teaching of computer studies as part of science education programmes at the secondary level. The development of suitable co-operative activities on a priority basis in computer education, together with computer use in retrieval information systems were seen as essential first steps.

109. The Meeting had the benefit of a statement from Mr. H. Dieuzeide, Director, Division of Structures, Content, Methods and Techniques of Education, Education Sector, Unesco, Paris, on Unesco's proposed programme on the application of informatics in education. Under this programme an international symposium is planned for 1985 to examine the possible fields in education where informatics could be applied and to study the present state of the art in various countries on the use of computers in education.

110. As of 1984, Unesco will convene an Intergovernmental Committee for Informatics to organize and run an international programme of co-operation to apply computers to development, to which the Member States of APEID will be associated.

111. The APEID programme for 1984 has already agreed to study the various uses of computer science in education, and will take stock of trends and prospects in the application of data processing and use of computers in education; to explore the establishment of a machinery for the continuous updating of information on the educational applications of data processing and computers; and to collect and publish data relating to significant examples of such applications.

112. The Meeting suggests that all NDGs should ensure that "the state of the art" studies are transmitted to APEID so that an information base could be available with which to develop future programmes.

113. As a follow-up of the proposed 1984 activity, the Meeting suggests that during 1985 APEID should convene a study group of experts to further develop the concept of "computer literacy/computer science/computer education" and at which levels and in which forms they could be applied. This could form an integral part of general or technical and vocational education programme in the Member States and would have implications for teacher training programmes.

114. The Meeting is reluctant to endorse any premature programme development until the baseline data arising from the survey was available. The Meeting cautioned against any precipitate action in the present fluid situation with the development of educational software for school computer programmes.

115. The computers in education have a variety of uses such as computer education or literacy; management and administration of education systems; as a tool to facilitate teaching and learning process; information retrieval; data processing; and educational research. However, considering the resource constraint and efforts already being made in the Member States, APEID should concentrate on innovative activities for promotion of computer literacy or computer studies as a part of general and technical education. In addition, it would facilitate development of more programmes if ACEID starts maintaining an index of computer uses.

Appendix A to Part Four

GUIDELINES FOR NATIONAL DEVELOPMENT GROUPS

Preamble

In the establishment of guidelines for National Development Groups, it must be emphasized that these are in no way intended to undermine the sovereignty of each Member State. They should be read in terms of the requirement of each Member State for the administration of education within that country.

1. That the NDG may consider including in its composition one representative each of the National Commission for Unesco and of the educational policy-makers in states/regions, apart from those of the Associated Centres, etc.;
2. That the NDG may hold regular meetings, at least once every three months. Where this is not possible for some special reasons, the executive committee may meet at least once every three months, and the full NDG may meet at least twice a year;
3. That the decisions of the NDG may be promptly supplied to all the Associated Centres, and ACEID Bangkok, to ensure early implementation on one side and timely information on the other;
4. That the NDG or clearing house, as the case may be, may undertake the publication of a periodical newsletter which, apart from ACEID, may be supplied to the entire fraternity of Associated Centres;
5. That the NDG may consider making use of the media such as radio and TV in further dissemination of APEID;
6. That the NDG may select specific material from APEID publications, and regularly circulate both in English as well as the national language if need be, to the concerned Associated Centres and institutions for wider dissemination;
7. That the NDG may consider the preparation of a futuristic long-term programme in collaboration with the Associated Centres, etc., so that this could constitute the basic material for the preparation of a long-term APEID programme;

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8. That the NDG may regularly undertake an assessment of the innovative needs of the country together with an evaluation of innovative work already undertaken. These reports may be widely disseminated;
9. That the NDG may carefully scrutinize all nominations for the programmes conducted through ACEID with a view to ensuring that the candidates meet the requirements of the activity and maintain the highest level of participation;
10. That the NDG may endeavour to ensure expeditious supply of all the locally published reports and returns requested by ACEID; and
11. That the NDG may examine the feasibility of holding a regular annual convention to examine its performance.

Annex I

AGENDA

1. Inaugural session
2. Election of Officers of the Meeting
3. Consideration of the Provisional Schedule of Work
4. Evaluative review of APEID
 - a) Tripartite Review of Project RAS/82/015
 - b) Overall review of the progress of APEID during 1982-1983
5. Work Plan of APEID for 1984-1986
 - a) Countries' major educational policy trends and developments, presented by the participants
 - b) Identification of areas for concentration during 1984-1986 and new developments which should be included in the APEID work plan for 1984-1986
6. Group discussions and drafting of the co-operative innovative projects on selected themes
7. Consideration and adoption of the draft report
8. Closing of the Meeting

Annex II

ADDRESSES

Welcome Address by Mr. Raja Roy Singh, Assistant Director-General,
Unesco Regional Office for Education in Asia and the Pacific

Your Excellency, Mr. Chuan Leekpai, Minister of Education,
Mr. Secretary-General of the Thailand National Commission for Unesco,
Excellencies,
Distinguished Participants,
Ladies and Gentlemen,

It is a great pleasure to welcome on behalf of Unesco and on my personal behalf the participants to the Ninth Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (APEID).

I would like on behalf of Unesco and on my behalf to express our grateful thanks to His Excellency Mr. Chuan Leekpai, Minister of Education of the Government of Thailand, for so kindly agreeing to inaugurate this Meeting despite the heavy calls on his time and particularly today when the Cabinet meeting is held which he would have been attending at this time. His presence with us this morning is a measure of the regard in which the programmes of Unesco and the Asian Programme of Educational Innovation for Development are held and of the deep interest with which he follows them. We are also indebted to the Thailand National Commission for Unesco represented by its distinguished Secretary-General for its unfailing and generous support to this Office and all its activities.

May I take this opportunity to extend our welcome and thanks to the representatives of our sister organizations of the U.N. family for their presence with us in this Meeting and the co-operation they have extended APEID all along, and to the observers from the intergovernmental and non-governmental organizations and to individual scholars and educators attending the Meeting.

I would like to extend a special welcome to the University of the South Pacific. Fiji became a Member State of Unesco only a few months ago, and the University of the South Pacific, based in Fiji and serving the island countries in the Pacific, applied for and was most readily admitted as an Associated Centre of APEID.

Annex II: Addresses

I am very happy to have this morning with us our colleague Dr. Seth Spaulding, Director of the International Bureau of Education at Geneva. He represents of course the special link that APEID has with IBE; he has also a personal interest. He was a witness, and a very supportive witness in a group where there were few, at the birth of APEID ten years ago.

The regional consultations have always been an important event - most often than not, a turning point - in the development of APEID. It is the way the Programme is developed, kept under review and readjusted; it takes stock of the developments in education in the countries, and makes an in-depth study of some emerging concerns of the participating countries.

Underlying this consultation process is what we consider as fundamental to APEID, and if I may be allowed to say so, to inter-country action in education in general, namely, full involvement and participation of the countries in the programming process, full recognition of the problems and their characteristics as they are to be found in the countries, and full and equal partnership in the pooling of efforts to deal with the problems of common concern.

The present Consultation Meeting's agenda reflects the reviewing, readjusting and development activity of APEID. It is, however, distinguished by two special features. Firstly, the Consultation Meeting will be considering the report on the evaluation of APEID carried out jointly by UNDP and Unesco. APEID has been periodically evaluated by the guidelines laid down by the Consultation Meeting and using a methodology in which the participation in evaluation of the countries themselves was an indispensable element. The present evaluation was undertaken in 1983 in a different though not less significant way. It involved the participating countries by means of a questionnaire. The rate of responses to this questionnaire was, I believe, the highest that any regional project has evoked. These responses were analysed by a team of consultants, and the result is embodied in a most thorough and painstaking document. I am very happy to welcome today Mr. Winston Prattley, UNDP Regional Representative, and to thank him and his colleagues who have given remarkable co-operation and support to APEID.

The second feature of the present Consultation is the fact that it marks the tenth year of APEID. Some of those who were associated with the beginning of APEID are with us today also; there are many who are present who came into APEID later and have sustained it with their co-operation; there are some who are being introduced to APEID for the first time. On behalf of my colleagues in APEID and on my behalf, I would like to express our gratitude to all of them for their presence with us on this occasion. To

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mark the tenth anniversary, a lecture series has been established entitled "APEID Lectures". We have invited some distinguished scholars and educators in the Asia and Pacific region to deliver the lectures around the theme of "Education and the Future". The programme of the APEID lecture series will be found in the documents you have with you. May I take this opportunity to thank the distinguished speakers for their response to our invitation, Dr. Soedjatmoko, Rector, the United Nations University; Tan Sri Dato Haji Murad bin Mohammed Noor, Director-General of Education, Malaysia; Prof. Shinryo Okuda, Professor of Education, Faculty of Education, Yokohama National University, Japan; Prof. Phillip Hughes, Dean, Centre for Education, Department of Teacher Education, University of Tasmania, Australia; Prof. S.C. Dube, Chairman, State Higher Education Grants Commission, Bhopal, Madhya Pradesh, India; Dr. Yung Dug Lee, Professor of Education, Seoul National University and Chairman of the National Development Group for Educational Innovation, Republic of Korea; and Dr. Kaw Swasdi-Panich, Vice-Chairman of the Executive Board of the National Education Commission of Thailand and Member of the Executive Board of Unesco.

When the Consultation Meeting met last year, a number of activities were initiated. Let me report here briefly on these.

The Regional Consultation Meeting prepared guidelines for making studies on universalization of primary education at the national level. We are happy to report that these studies were completed by ten countries. The authors of these studies were brought together at a regional meeting last November and prepared a synthesis as well as a programme of inter-country co-operation. We have now a fairly good account of the policies, plans, problems and innovative thrusts of the countries in respect of the three dimensions of the problem, namely, universal access to education, retention in education and achievement. In particular, the countries have identified the disadvantaged population groups, the nature of educational problems in respect of each group, and the policy instruments and programmes used to cope with the problem. We would like to consult with you further on the work that may be done for raising the achievement level of children in the primary schools.

You also gave special consideration last year to the area of science and technology with particular reference to the concept of science for all. During 1983, 24 countries prepared studies on the existing situation, problems and the plans for the future. These were reviewed and synthesized by a regional meeting. The studies are now being printed. Several new activities are being proposed for 1984 for promoting education in science for all.

Annex II: Addresses

You also took up the important question of computers in education. You suggested that it should receive high priority. You also spelled out ways and means for APEID to follow. A number of activities were arranged during 1983. You will consider a plan for wide-ranging consultations to be undertaken during 1984 on the multiple applications of computers in education.

In the present Consultation there are four themes which are proposed to be studied intensively in groups. These arise from the suggestions made by the countries during various APEID activities. The first subject, as I have already indicated, relates to the achievement level. This was the focus of attention in four different activities which would be related separately to: (a) comprehensive operational projects based on the outcomes of researches and evaluations of relevant projects; and (b) undertaking of co-operative research on the subject. The designs of both sets of activities were prepared by regional meetings during 1983.

The second subject for in-depth review by you is a co-operative study by interested countries in networking of projects aimed at devising and implementing new models of secondary education. The concern with the evolution of new models is widespread in the region. It is shared by both industrialized and developing countries.

The training of distance educators involved in school or school-level education is another area which has been proposed for group work. A regional seminar and national training workshops during 1983 were devoted to development of a curriculum frame and training materials. A sub-regional workshop is proposed to be organized during 1984. The purpose of group work in this case would be to find out what additional work needs to be done and how future efforts towards that end should be organized within the context of APEID.

The fourth subject suggested for group work is school-based in-service education. In many ways in-service education of educational personnel has emerged in recent years as a critical factor in the development and renovation of education. Here again, the concern is shared by both industrialized and developing countries. Several countries are interested in developing and exploring approaches to school-based in-service education.

Then, there is the important question of the future long-term evolution of APEID and its co-ordinating mechanism, ACEID. I am not thinking so much of its evolution over the next two or three years, as this has already received very considered attention from the Consultation Meeting and is one of the subjects of the agenda; rather I am thinking of the longer-term evolution in the context of the changes taking place in the educational scene in the region.

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I may recall that APEID and ACEID came into being on the recommendation of the Third Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia, which was held at Singapore in 1972. APEID was reviewed by the Fourth Regional Conference of Ministers of Education at Colombo in 1978. We shall be having the Fifth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific at Dhaka in December 1984, which undoubtedly will give attention to the future evolution of APEID and ACEID.

Before concluding, I would like to read out a message of greetings which I have just received from Mr. Tanguiane, Assistant Director-General for Education of Unesco, who intended to attend this Meeting but could not because of another urgent engagement. I may mention that he attended the first Consultation Meeting almost ten years ago as a delegate from his country. His greetings read as follows:

"Please convey to participants our congratulations for the excellent and innovative work done in the framework of APEID and our wishes for full success of the Meeting and development lecture series."

May I avail of this opportunity to renew our grateful thanks to all the Member States for their co-operation and support in this inter-country co-operative programme and also to the countries which have contributed financially to the Programme, making it possible for the participating Associated Centres to undertake a wide range of educational activities: Australia, India, Iran, Japan, Republic of Korea, Thailand.

Thank you.

Inaugural address by H.E. Mr. Chuan Leekpai
Minister of Education, Government of Thailand

Mr. Raja Roy Singh,
Assistant Director-General of Unesco,
Distinguished Participants,
Ladies and Gentlemen,

I consider it an honour and privilege to be present here this morning at the inaugural session of the Ninth Regional Consultation Meeting on APEID. May I, on behalf of the Royal Thai Government, and on my own behalf, extend to all of you a warm welcome to our country. The presence of so many high-level administrators and professionals from the Unesco Member States in this region testifies to the importance we have attached to APEID.

Annex II: Addresses

Ladies and Gentlemen, in a setting of diversified social and cultural background of Asia and the Pacific, APEID has, for the past decade, proved itself a viable network for regional co-operation. Its basic principles of mutual learning and self-reliance further the United Nations objective of promoting international peace and collaboration. I am pleased to learn that its operation has drawn meaningful comments from authoritative sources, representing both internal and external points of view. The importance of this Meeting cannot therefore be overemphasized. It affords us an opportunity to take stock of the situation and to identify new needs in the light of major educational policy trends and developments presented by the participants. It is to be stressed that the major thrusts of APEID in the coming years should naturally meet these new challenges. The progress you have made thus far should serve as an impetus, and a source of inspiration, so that, together, we can ensure that all APEID plans and programmes complement the national development efforts of the Member States. I am pleased to note also the assistance and support the Programme has received from both Member States and other sources, in particular UNDP. The positive feedback from the previous Tripartite Review and the overall progress for the past biennium therefore warrants our further co-operation.

In examining the tasks ahead of you during this week, allow me to stress Thailand's interest in the proposed specific themes for co-operative innovative projects. We are particularly interested in the joint innovative project on raising the achievement level of primary school children. This is indeed an important target set by Thailand in our Fifth Educational Development Plan 1982-1986, for we have found that, although we have been fairly successful in the quantitative development of primary education, the qualitative dimension of education needs to be further improved.

With the intensification of our efforts during the past decade for universalization of primary education, Thailand has now to accommodate a large number of secondary school students. The problem has been further aggravated with the introduction of the new curricula in 1978. The inclusion of occupational training courses in accordance with local needs have not been as effective as desired due to lack of vocational teachers, materials and experiences in the formulation of new models of secondary education.

Distinguished participants, I know that you will be kept extremely busy during this coming week. With your collective wisdom and extensive experience, and with the strong technical support from the Secretariat of the Meeting, I am confident that you will be able to jointly identify new areas of concentration and new developments to be included in the APEID work plan for the coming biennium.

As time is now auspicious, may I declare open the Ninth Regional Consultation Meeting on APEID, and wish all of you every success in your deliberations.

Thank you.

Annex III

LIST OF PARTICIPANTS

A. Participants

AFGHANISTAN

Mr. Said Nejatullah Hussaini
President, Planning Department
Ministry of Education
Kabul

AUSTRALIA

Mr. Gordon R. Tasker
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Department of Technical and Further
Education
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South Australia

BANGLADESH

Mr. Reza-ul-Karim
Deputy Director, National Institute of
Educational Media and Technology
Ministry of Education
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CHINA

Mr. Liu Jinke
Programme Officer for APEID
Secretariat of the Chinese National
Commission for Unesco
Ministry of Education
37 Damucanghutong, Xidan
Beijing

INDIA

Mrs. Serla Grewal
Education Secretary and Secretary-General
Indian National Commission for Co-operation
with Unesco
Chairman of the National Development Group
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New Delhi-110001

Annex III: List of participants

INDONESIA	Mr. Moegiadi Senior Staff, Office of Educational and Cultural Research and Development (BALITBANG DIKBUD) Tromol Pos 297 Kebayoran Jalan Jenderal Sudirman - Senayan Jakarta Selatan
IRAN	Mr. Bahram Mohsenpour Director-General Organization of Research and Educational Planning Ministry of Education Iranshahr Shomal Avenue Bldg. No. 4, Teheran
JAPAN	Prof. Shigeo Tajima Professor and Programme Co-ordinator for APEID Acting Chairman, National Development Group Obihiro University of Agriculture and Veterinary Medicine Inada-cho, Obihiro City, Hokkaido
MALAYSIA	Tan Sri Dato Haji Murad bin Mohammed Noor Director General of Education Ministry of Education 20 Bangunan Bank Pertanian Kuala Lumpur Dato' Ahmad Haji Saleh Director of Technical and Vocational Education Ministry of Education Kuala Lumpur
MALDIVES	Mr. Mohamed Latheef Director, Educational Development Centre Chairman, National Development Group Ministry of Education Male
NEPAL	Dr. N.N. Singh Education Secretary and Secretary General Nepal National Commission for Unesco Ministry of Education Kaiser Mahal, Kantipath, Kathmandu
NEW ZEALAND	Mr. John E. Smith Chairman, National Development Group National Secretary New Zealand Educational Institute P.O. Box 466, Wellington

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PAKISTAN	Mr. Rafiq Ahmad Joint Educational Adviser Planning and Development Wing Ministry of Education Islamabad
PHILIPPINES	Dr. Minda C. Sutaria Acting Deputy Minister of Education and Chairman, National Development Group Ministry of Education Manila
REPUBLIC OF KOREA	Dr. Ran-Soo Kim Director, Educational Research Institute Yonsei University 134 Shinchon-dong, Suhdaimoon-ku Seoul
SAMOA	Mr. Ugapo P. Ulale Senior Education Officer Education Department Ministry of Education, Apia
SOC. REP. OF VIET NAM	Prof. Duong Trong Bai Member of the National Development Group of Viet Nam Head, Centre of Research for Teacher Training Reform Ministry of Education Hanoi Mr. Dang The Hung Secretary of the National Development Group of Viet Nam Educational Programme Officer Vietnamese National Commission for Unesco 10, Le Phung Hieu, Hanoi
SRI LANKA	Mr. Neil Fernando Additional Secretary Ministry of Education Colombo
THAILAND	Dr. Kamol Sudaprasert Deputy Director-General Department of Curriculum and Instruction Development Ministry of Education Bangkok

Annex III: List of participants

TURKEY

Prof. Dr. Ziya Bursalioglu
Dean of Education
Ankara University
Cebeçi, Ankara

**ASIA-PACIFIC
INSTITUTE FOR
BROADCASTING
DEVELOPMENT (AIBD)**

Mr. Brajesh Bhatia
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SEAMEO-INNOTECH

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**INSTITUTE OF EDUCATION
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SOUTH PACIFIC
(SUVA, FIJI)**

Mr. Francis Mangubhai
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B. Special Invitees

Prof. S.C. Dube
Chairman
State Higher Education
Grants Commission
Bhopal, India

Prof. Phillip Hughes
Dean, Centre for Education
Department of Teacher Education
University of Tasmania
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Dr. Yung Dug Lee
Professor of Education
Department of Education
College of Education, Seoul
National University, Seoul
Republic of Korea

Tan Sri Dato Haji Murad bin
Mohammed Noor
Director-General of Education
Ministry of Education
20, Bangunan Bank Pertanian
Kuala Lumpur, Malaysia

Prof. Shinjyo Okuda
Professor of Education
Faculty of Education
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Dr. Soedjatmoko
Rector, The United Nations
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B. Special Invitees (cont'd)

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C. Observers

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Chief
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Ms. Porntip Kanjananiyot
External Relations Officer
and Secretary
National Development Group
for APEID
Thailand National Commission
for Unesco
Ministry of Education
Bangkok, Thailand

Dr. B.N. de los Reyes
Regional Farm Management
Economist
FAO Regional Office for Asia
and the Pacific
Maliwan Mansion
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Bangkok, Thailand

Mr. Wee Choon Siang
Assistant Director (Programme)
SEAMES
920 Sukhumvit Road
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Mr. Kunio Waki
Principal Officer
UNICEF East Asia and Pakistan
Regional Office
19 Phra Atit Road
Bangkok, Thailand

Dr. (Mrs.) Thynn Thynn
WHO Consultant/Medical Officer
Liaison with ESCAP
WHO, Ministry of Public Health
Bangkok, Thailand

Annex III: List of participants

D. United Nations Development Programme (UNDP)

Mr. Winston R. Prattley
Regional Representative

Ms. Catherine Thompson
Associate Programme Officer

Mr. Giuseppe Mazzone
Associate Programme Officer

E. Unesco

Unesco Regional Office for Education in Asia and the Pacific, Bangkok

Mr. Raja Roy Singh
Assistant Director-General

Mr. A. Chiba
Deputy Director

Dr. Abdul Latif
Chief of ACEID

Dr. M.C. Pant
Specialist in Science and
Technology Education

Dr. H.K. Paik
Specialist in Training
Educational Personnel

Mr. A.I. Dyankov
Specialist in Instructional
Materials

Dr. P.K. Kasaju
Specialist in Developmental
Research in Education

Mrs. M. Sato
Associate Expert

Miss Charatsri Vajrabhaya
Assistant Programme Specialist

Unesco Headquarters, Paris

Mr. H. Dieuzeide
Director
Division of Structures, Content,
Methods and Techniques of
Education
Education Sector
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Other Unesco Offices

International Bureau of Education

Dr. Seth Spaulding
Director
International Bureau of Education
Palais Wilson
CH-1211 Geneva 14
Switzerland

Annex IV

LIST OF GROUP MEMBERS

Group A: Primary education

Chairman:

Dr. Kamol Sudaprasert (Thailand)

Secretaries:

Dr. P. Kasaju (Unesco)

Mrs. M. Sato (Unesco)

Tasks:

- i) Joint innovative project on raising the achievement level of children in primary education
- ii) Early childhood education
- iii) Girls' education
- iv) Nutrition education and school health education

Members:

Mr. Sayed Najatullah Hussiani (Afghanistan)

Mrs. Serla Grewal (India)

Tan Sri Dato Haji Murad bin Mohammed Noor (Malaysia)

Mr. Mohamed Latheef (Maldives)

Dr. Minda C. Sutaria (Philippines)

Dr. Ran-Soo Kim (Rep. of Korea)

Mr. Toshio Kanaya (Japan)

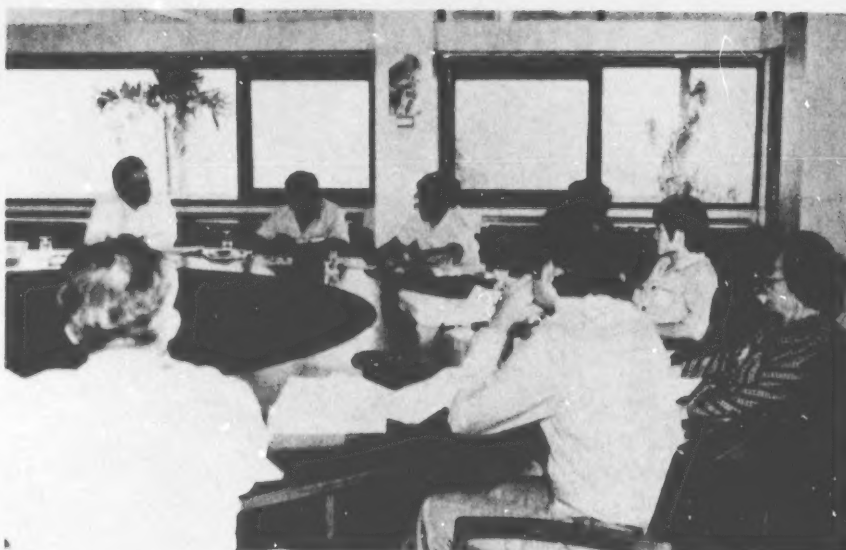
Group B: New models of secondary education and specific training programmes for school-level education

Chairman:

Mr. Neil Fernando (Sri Lanka)

Secretary:

Dr. H.K. Paik (Unesco)





Annex IV: List of group members

Tasks:

- 1) New models of secondary education
- 1i) Training of distance educators
- 1ii) In-service training of teachers for coping with the dropout and repetition problems
- iv) School-based in-service training of teachers

Members:

Mr. Gordon Tasker (Australia)
Mr. Rezaul Karim (Bangladesh)
Mr. Moegiadi (Indonesia)
Prof. Shigeo Tajima (Japan)
Dato' Ahmad Haji Salleh (Malaysia)
Prof. Duong Trong Bai (Socialist Republic of Viet Nam)
Mr. Dang The Hung (Socialist Republic of Viet Nam)
Dr. L.B. Soriano (Philippines)
Mr. F. Mangubhai (Fiji)
Dr. Yung Dug Lee (Rep. of Korea - Special invitee)
Prof. Shinjyo Okuda (Japan - Special invitee)
Mr. Wee Choon Siang (SEAMES)

Group C: Significant new demands and developments

Chairman:

Mr. John E. Smith (New Zealand)

Secretaries:

Dr. M.C. Pant (Unesco)
Mr. A. Dyankov (Unesco)

Tasks:

- 1) Computers in Education
- 1i) NDG - a) What has happened since Eighth Regional Consultation Meeting
 - b) Translation and dissemination
 - c) Ensuring involvement of teachers and impact on teaching learning situation
 - d) Communication support and creation of supportive climate
 - e) Interaction at suitable level and in appropriate forms with other development agencies

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- iii) Promotion of moral education
- iv) The place of culture and arts in education

Members:

Mr. Liu Jinke (China)
Mr. Tadashi Naito (Japan)
Mr. B. Mohsenpour (Iran)
Mr. Rafiq Ahmad (Pakistan)
Mr. Ugapo P. Ulale (Samoa)
Miss Porntip Kanjananiyot (Thailand)
Mr. B. Bhatia (Malaysia)
Prof. Dr. Ziya Bursalioglu (Turkey)
Prof. Phillip Hughes (Australia) - Special invitee
Prof. S.C. Dube (India) - Special invitee

Annex V

COUNTRIES' EXPRESSION OF INTEREST IN APEID ACTIVITIES IN 1984

Activity No.	Activity	AFG	AUL	BGD	CPR	IND	INS	KRN	JPN	LAO	MAL	MDV	NEP	NZE	PAK	PNG	PHI	ROK	SIN	SRV	SLV	THA	TUR	SAM	Univ. of S.P.
UPE/1	Framing and implementation of national, regional and international strategies for the promotion of general access to primary education and its renewal and for the eradication of illiteracy - Development and renewal of primary education 1. National studies (initiated in 1983)				X	X	X	X			X		X			X	X	X				X	X		
				0	0	0	0	0			0		0			0	0	0				0	0		
	2. High-level regional mobile panel on girls' education			X		X							X		X										
(Refer also to SMO/2)	3. Joint project on raising the achievement level in primary education	0	X	X		X	X	X	X		0		X	X	X	X	X	X		X	X	X	0		
		0	0		0	0	0	0	0				0	0	0	0	0	0		0	0	0	0		
UPE/2	Sub-regional Workshop for training of educational personnel focused on girls and women; Followed by pilot national workshops for promoting the enrolment of girls and training of educational personnel	X		X		X	X						X		X	X	X								
				0	0	0							0		0	0						0			
UPE/3	Facilitating new structures and mobilization of community resources: a) Completion of national studies cum workshops initiated in 1983										X												X		
	b) National advanced-level workshops				X	X	X			X		X								X		X			
				0		0										0	0	0		0		0			

Note: X = Countries originally proposed by ACEID for participation.

0 = Countries which expressed interest in participation.

Activity No.	Activity	AFG	AUL	BGD	CPR	IND	INS	IRN	JPN	LAO	MAL	MDV	NEP	NZE	PAK	PRG	PHI	ROK	SIN	SRV	SLN	THA	TUR	SAM	Univ. of S.F.
UPE/4	Pilot national training workshops on: a) Curricula and learning materials for training to meet the learning needs of children; b) Textbooks and reading materials			X 0																					
					X	X			0				X	0	0	X	0	0		0	0	X	X	X	X
UPE/5	Aspects of the democratization of education: - Support for studies and reforms designed to promote the democratization of education: Preparatory action for an operational seminar to be held in 1985.				X		X	X							X	X						X			
				0	0		0	0					0		0	0	0	0			0	0			
UPE/6	Promoting better health and nutrition education through education - national workshops					X				X															
						0				0			0			0									
UPE/7	Inter-country operational workshop on Reduced Instructional Time (RIT) Project in the context of universalization of primary education, followed by a synthesis meeting.	X		X		X					X	X			X	X						X			X
			0			0						0			0	0	0					0			0
UPE/8	Extension of education in rural areas: - Identification of the causes of educational under-development in rural areas and ways of eradicating them : Preparatory action for a Study Group Meeting in 1985				X	X	X	X	X		X	X	X												X
				0	0	0	0	0	0		0		0		0		0						0	0	
UPE/9	Improvement of the standard of education in rural areas: - Relevance of education in a rural environment a) National experiments will be evaluated; b) A study will be prepared with a view to networking the experiences; c) Preparations for a regional workshop in 1985 (Action related to UPE/8)				X	X	X	X	X		X	X	X												X
				0	0	0	0	0	0		0		0	0	0		0	0		0	0		0	0	

Activity No.	Activity	AFG	AUL	BGD	CPR	IND	INS	IRN	JPN	LAO	MAL	MDV	NEP	NZE	PAK	PNG	PHI	ROU	SIN	SRV	THA	TUR	USA	Univ. of S.P.
UPE/10	Improvement of the standard of education in rural areas: - Teaching of science and technology adapted to rural areas (Action related to UPE/8)			X	X	X	X	X			X	X	X											X
			0	0	0	0		0			0		0	0	0		0			0	0			0
UPE/11	Improved contribution of education to the development of rural areas: - The village school in the service of rural community development a) Study of relevant national educational projects; b) Development of experimental projects. (Action related to UPE/8)			X	X	X	X	X			X	X	X											X
			0		0	0		0			0		0		0		0			0				0
UPE/12	Development of information and documentation services: a) Inventories; case studies b) Bibliographic materials c) Communication support materials	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
			0		0	0	0				0		0	0	0	0	0	0		0	0	0		
UPE/13	Attachments/internships and inter-country exchange of resource persons (Member countries, on request)		0	0	0		0					0	0	0	0		0			0	0	0		0
STC/1	Development of school and out-of-school teaching of science and technology: - Exchange of ideas and information a) Acquisition of science materials b) Special issue of ACEID Newsletter c) Distribution of bibliographical materials and documents	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
			0	0	0	0			0			0	0	0	0	0	0	0		0	0	0		0
STC/2	Development of school and out-of-school teaching of science and technology: - Development of the contents, methods and materials used in the various subjects and of interdisciplinary approaches - Support to national workshops						X						X		X		X				X	X		
			0	0	0	0							0	0	0		0	0		0	0	0	0	

Activity No.	Activity	AFG	AUL	BGD	CFR	IND	INS	IRN	JPH	LAO	MAL	MDV	NEP	NZE	PAK	PNG	PHI	ROK	SIN	SRV	SLV	THA	TUR	SAM	Univ. of S.P.
STC/3	Development of school and out-of-school teaching of science and technology: - Training activities and the development of equipment for the teaching of science and technology - Faculty meeting in preparation for a regional training workshop in 1985														0	0	0	0		0		0		0	
STC/4	Development of school and out-of-school teaching of science and technology: - Strengthening of national infra-structures and co-operation with the Member States a) Consultative and advisory services b) Internships for young science educators at ROEAP/ACEID for specific work experience														0	0	0	0			0	0			
STC/5	Dissemination of scientific and technological knowledge: - Exchange of experimental data and development of extension work programmes - Development of teaching materials and multi-media packages for young people (Preparatory action includes negotiations with national institutions and formation of groups, and development of plans of operation)														0	0	0	0			0	0			0
STC/6	Dissemination of scientific and technological knowledge: - Programme of out-of-school activities designed for young people - Preparatory action in support of group work in 1985 for the development of teaching materials: (a) Negotiations with national institutions; (b) Preparation of plans of operation														0		0								

Activity No.	Activity	AFG	AUL	BGD	CPH	IND	INS	IRN	JPN	LAO	MAL	MDV	NEP	NZE	PAK	PHG	PHI	ROK	SIN	SRV	SRL	THA	TUR	SAM	Univ. of S.P.
STC/7	Dissemination of scientific and technological knowledge: - Training of personnel responsible for out-of-school scientific activities and extension work programmes: - Preparatory action for a Regional Workshop in 1985.					X									X	X					X	X			
				0	0	0							0		0	0	0				0	0			
STC/8	Dissemination of scientific and technological knowledge: - Technical co-operation with the Member States: Advisory services and demonstration and technical services (Member countries, on request)			0	0	0									0	0	0								
STC/9	Technical Working Group Meeting on continuing education of science teachers and teacher educators for developing open competence (Resource persons from AUL and IND)			X	X	X	X			X		X			X	X	X	X		X	X	X			0
				0	0	0	0	0		0		0	0	0	0	0	0	0		0	0	0		0	0
STC/10	Sub-regional Training Workshop for development of materials for mathematics education (Resource persons from JPN and NZE)			X	X	X	X			X		X			X	X	X	X	X	X	X	X			0
				0	0	0	0	0	0	0		0	0	0	0	0	0	0		0	0	0		0	
STC/11	Pilot national training workshops on chemistry education: a) Contracts to interested countries; b) Provision of resource persons on request			X			X															X			
						0	0	0									0			0	0	0		0	
STC/12	Mobile team in science education: a) Study visits of 2-3 specialists from the concerned country b) In-country training workshop in 1985														X										
				0		0			0						0		0								

Annex V: Countries' expression of interest

Activity No.	Activity	AFG	AUL	BGD	CPR	IND	INS	IRN	JPN	LAO	MAL	MDV	NEP	NZL	PAK	PHG	PHI	ROK	SIN	SRV	SLV	THA	TUN	SAM	Univ. of S.P.
STC/13	Identification and nurturing of scientific talent among the young people - case studies		0	0	X	X							0	0		0				X	0				
STC/14	Study Group Meeting on pupil evaluation in science and mathematics		X	X		X	X		X		X		X	X	X	0	X	X		0	X	X		0	X
STC/15	Attachments/internships (Member countries - on request)		0			0	0					0	0	0	0		0			0	0	0			0
STC/16	Inter-country exchange of resource persons (Member countries, on request)		0		0										0		0				0	0			0
EDW/1	Promotion of the struggle against relapse into illiteracy and of educational activities to help young school-leavers into employment: - Promotion of educational activities to enable young school leavers to find employment: - Preparatory action for a national operational seminar in 1985.		0		0		0						0	0	0										
EDW/2	Adult education and work: - Educational activities relating to working life: a) Study fellowships on request for innovative activities designed to facilitate study in the course of employment or alternating with periods of work b) Technical and advisory services on request				0		0							0	0		0	0			0				

Activity No.	Activity	AFG	AUL	BGD	CPR	IND	INS	IRN	JPM	LAC	MAL	MDV	NKP	NZE	PAK	PNG	PHI	ROK	SIN	SRV	THA	TUR	SAM	Univ. of S.P.
EDW/3	Review and planning meeting on work as an integral part of general education	0		0	0	X	X	0				0		0		X	0		X	0	0	X	0	
EDW/4	Adult education and work: - Improvement of job prospects: - Studies on content of general education in relation to occupational training and retraining	0		0	0	0	0					0	0	0		0	0				0	0		
EDW/5	Study Group Meeting on education and prospective changes in the world of work	0		0			0						0	0		0				0				
EDW/6	Co-operative development of new models of secondary education: - Joint studies - Task force meeting	0	0	0	0	0	0		X							0	0	0	X		0	0	0	
EDW/7	Attachments/internships (Member countries, on request)	0					0	0			0	0	0	0						0	0	0		
ERD/1	Improvement of the standard of education in rural areas: - Training of educational personnel in rural areas: - Planning group in preparation for a regional workshop in 1985 for pre-service and in-service training of members of multi-disciplinary educational teams in rural areas	0	0	0	0	0	0					0			X	X	X				X		0	
EDT/1	Sub-regional Workshop on development of systems and structures for teaching/learning materials including textbooks	X		X	0	0					X	0		0	0		0	X	0	X	0	X	X	0

Activity No.	Activity	AFG	AUL	BGD	CPR	IND	INS	IRN	JPN	LAO	MAL	MDV	NEP	NZE	PAK	PNG	PHI	ROK	SIN	SRV	SWI	THA	TUR	YAM	Univ. of S.F.
EDT/2	Sub-regional training workshop on development of distance learning systems and structures	X		X	X	X		X				X				X					X				0
				0	0	0	0					0		0	0	0	0	0			0				
EDT/3	Pilot national training workshops for training of distance educators	X		X	X	X		X				X			0	X	0								
				0	0	0	0	0																	
EDT/4	Mobile team in educational technology				X																				
	a) Study visits																								
	b) In-country training workshop			0	0	0	0		0									0							
EDT/5	Improvement of educational methods:																								
	- Improvement and renewal of teaching methods in educational establishments																								
	a) Prepare a plan of operation for a regional training workshop in 1985																								
	b) Prepare/assemble multi-media materials on problems of teaching			0	0	0	0		0				0	0			0				0	0	0		
	c) Reorganize and expand the demonstration services centre at ROEAP																								
EDT/6	Development of educational industries:																								
	- Improvement of the production and distribution of educational materials																								
	a) A study and a working paper on the educational and economic implications of the techniques and methods of organization adopted in the production and use of educational materials and equipment, in preparation for a regional seminar in 1985.			0		0										0		0	0		0		0	0	0

Activity No.	Activity	AFG	AUL	BGD	CPR	IND	INS	IRN	JPN	LAO	MAL	MDV	NEP	NZE	PAK	PNG	PHI	ROK	SIN	SRV	SRI	THA	TUR	SAM	Univ. of S.P.	
EDT/7	Attachments/internships and inter-country exchange of resource persons (Member countries, on request)			0	0	0	0		0				0	0	0		0			0	0	0				J
PST/1	Sub-regional Training Workshop on in-service training of educational personnel:			X		X	X				X					X					X					
		0	0			0					0			0		0									0	0
	- Followed by national pilot training workshops	0	0	X		X	X				X	0	X	0	0	X	X	X	X			X	X		0	0
PST/2	Inter-institutional and other co-operative networking structures - Study Group Meeting			X		X	X				X				X		X	X			X	X				
				0		0					0				0		0	0			0	0	0			
PST/3	Integrated training policies and plans and the status of educational personnel: - Identification of training needs - Preparation of studies, in consultation with Unesco HQs (to be contracted in 1985 and administered by HQs)														0	0	0	0			0	0	0	0	0	
PST/4	Integrated training policies and plans and the status of educational personnel: - Wider application of the 1966 Recommendation concerning the Status of Teachers a) Assist a new Member State in translating and publishing the 1966 Recommendation b) Provide financial support to enable a few National Commissions to prepare replies to the questionnaires																									
				0		0												0							0	
PST/5	Improvement of the pre-service and in-service training of educational personnel: - Practical training and educational innovation - National workshops				X		X						X				X	X				X				
				0		0							0		0		0	0			0	0				0

Activity No.	Activity	AFG	AUL	BGD	CPR	IND	INS	IRN	JPN	LAO	MAL	MDV	NEP	NZE	PAK	PNG	PHI	ROK	SIN	SRV	SRL	THA	TUR	SAM	Univ. of S.P.
PST/6	Training of literacy personnel: - Initial training and re-training for the personnel of primary education a) Advisory and technical services b) Development of training strategies, programmes and instructional materials for the in-service training of teachers for coping with the drop-out problems c) Advanced-level workshops relating to (b) above d) The materials and programmes developed will be reviewed by a regional workshop in 1985.			X		X						X				X						X			
			0	0		0							0		0		0			0	0	0			
PST/7	Framing and implementation of national, regional and international strategies for the promotion of general access to primary education and its renewal and for the eradication of illiteracy: - Development and renewal of primary education: - Preparatory action for a regional workshop in 1985 to translate aspects of the development of primary education into operational teacher training objectives																								
			0	0									0	0	0		0			0	0	0			0
PST/8	Mobile team in curriculum development a) Study visits b) In-country training workshop						X																		
						0	0		0								0								
PST/9	Attachments/internships and inter-country exchange of resource persons (Member countries, on request)																								
		0			0	0			0				0	0	0		0			0	0	0		0	0

Activity No.	Activity	AFG	AUL	BGD	CPR	IND	INS	IRN	JPN	LAO	MAL	MDV	NEP	NZE	PAK	PNG	PHI	ROK	SIN	SRV	SRL	THA	TUR	SAM	Univ. of S.P.
SRO/1	Promotion of educational policies - Reflection of economic and social development policies and new strategies for the development of education - Studies to be contracted in 1985			0	0	0	0			0			0	0	0		0	0		0				0	
SRO/2	Promotion of studies and research in the educational science and of educational innovations - Stimulation and orientation of research on priority themes in education - Support will be provided to the Member States for the development of applied research programmes relating to (a) achievement level in primary education, and (b) the problems of dropping out/repetition in primary education (Ref. UPE/1 also)		X	X		X	X	X	X				X	X	X	X	X	X		X	X	X			
			0	0	0	0	0	0		0		0	0	0	0		0	0		0	0	0			
SRO/3	Improvement of the content of education: - Helping to make primary school education more relevant and encouraging reflection on the common core of basic knowledge necessary for all members of the national community - Studies to be contracted in 1985 on current experiments aimed at integrating in the general education curriculum basic knowledge, concepts and values														X		X	X				X	X		X
			0		0	0	0	0				0	0	0	0	0	0			0	0	0			0
SRO/4	Improvement of educational methods: - Application of data processing in education: - Consultation Meeting of specialists to study the various uses of computer science in education		X		X	X			X								X		X						
			0	0	0	0	0	0	0	0					0	0	0	0			0				

Activity No.	Activity	AFG	AUL	BGD	CPR	IND	INS	IRN	JPN	LAC	MAL	MDV	NEP	NZP	PAK	PNG	PHI	ROK	SIN	SRV	THA	TUR	SAM	Univ. of S.F.
SRO/5	Alternative futures and education: interface studies, on contract		X 0			X 0			X		X 0							X 0		0			0	
ISA/1	Promotion of studies and research in the educational science and of educational innovations: - Stimulation of the capacity for innovation in the Member States: - Ninth Regional Consultation Meeting on APEID	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
ISA/2	Promotion of studies and research in the educational science and of educational innovations: - Stimulation of the capacity for innovation in the Member States a) Advisory services b) Inter-country exchange of information and innovative experiences	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
ISA/3	Senior visitorships, study visits, consultative visits, resource person exchange and attachments (the latter two for island and small land-locked countries)		0	0	0	0			0			0		0	0		0	0		0	0	0		0

Annex VI

APEID LECTURES 1984

Date : Tuesday, 20 March 1984 Time: 3.45 p.m.

Speaker : Dr. Soedjatmoko, Rector, the United Nations University

Topic : Twenty-first Century Challenge to Learning

Chairman : Mr. Raja Roy Singh, Assistant Director-General,
Unesco Regional Office for Education in Asia and
the Pacific, Bangkok

Panellists : Dr. Kaw Swasdi-Panich, Vice-Chairman of the Executive
Board of National Education Commission of Thailand,
Member of the Unesco Executive Board

Mr. S. Spaulding, Director, International Bureau of
Education, Geneva, Switzerland

Date : Wednesday, 21 March 1984 Time: 4.30 p.m.

Speaker : Tan Sri Dato Haji Murad bin Mohammed Noor,
Director-General of Education, Malaysia

Topic : The Planning of Education in the Context of Social
and Moral Values

Chairman : Mr. Seth Spaulding, Director, International Bureau
of Education, Geneva, Switzerland

Panellists : Prof. S.C. Dube, Chairman, State Higher Education
Grants Commission, Bhopal, Madhya Pradesh, India

Dr. Minda C. Sutaria, Deputy Minister of Education,
Philippines

Date : Thursday, 22 March 1984 Time: 4.30 p.m.

Speaker : Prof. Shinjyo Okuda, Professor of Education, Faculty
of Education, Yokohama National University, Japan

Ninth Regional Consultation Meeting

Topic : Education in Japan: Today and Tomorrow

Chairman : Tan Sri Dato Haji Murad bin Mohammed Noor, Director-General of Education, Malaysia

Panellists : Dr. L.B. Soriano, Director, SEAMEO Regional Centre for Educational Innovation and Technology (INNOTECH), Philippines

Mr. Gordon Tasker, Director, Educational Services, Department of Technical and Further Education, Australia

Date : Saturday, 24 March 1984 Time: 2.00-3.30 p.m.

Speaker : Prof. Phillip Hughes, Dean, Centre for Education, Department of Teacher Education, University of Tasmania, Australia

Topic : Learning to Choose a Future

Chairman : Dr. Yung Dug Lee, Professor of Education, Seoul National University, Chairman of the National Development Group for Educational Innovation, Republic of Korea

Panellists : Dr. Kamol Sudaprasert, Deputy Director-General, Department of Curriculum and Instruction Development, Ministry of Education, Thailand

Dr. Yogesh Atal, Regional Adviser for Social Sciences in Asia and the Pacific, Unesco, Bangkok

Date : Saturday, 24 March 1984 Time: 4.00-5.30 p.m.

Speaker : Prof. S.C. Dube, Chairman, State Higher Education Grants Commission, Bhopal, Madhya Pradesh, India

Topic : Education and the Future: Third World Dilemma

Chairman : Mr. H. Dieuzeide, Director, Division of Structures, Content, Methods and Techniques of Education, Unesco, Paris

Annex VI: APEID lectures

Panellists : Prof. Dr. Ziya Bursalioglu, Dean of Education,
Ankara University, Turkey

Mr. Moegiadi, Senior Staff, Office of Educational
and Cultural Research and Development (BALITBANG
DIKBUD), Indonesia

Date : Monday, 26 March 1984 **Time:** 8.45-10.15 a.m.

Speaker : Dr. Yung Dug Lee, Professor of Education, Seoul
National University, Chairman of the National
Development Group for Educational Innovation,
Republic of Korea

Topic : Towards an Education for a Wholesome Person

Chairman : Dr. Minda C. Sutaria, Deputy Minister of Education,
Philippines

Panellists : Mr. Neil Fernando, Additional Secretary, Ministry of
Education, Sri Lanka

Mr. H. Dieuzeide, Director, Division of Structures,
Content, Methods and Techniques of Education, Unesco,
Paris

Date : Monday, 26 March 1984 **Time:** 10.45 a.m.-12.15 p.m.

Speaker : Dr. Kaw Swasdi-Panich, Vice-Chairman of the Executive
Board of the National Education Commission, and
Member of the Executive Board of Unesco, Thailand

Topic : Micro Planning: An Answer to Thailand's Educational
Development?

Chairman : Mr. John E. Smith, Chairman, National Development
Group and National Secretary, New Zealand Educational
Institute, New Zealand

Panellists : Dr. Ran-Soo Kim, Director, Educational Research
Institute, Yonsei University, Republic of Korea

Mr. F. Mangubhai, Director, Institute of Education,
The University of the South Pacific, Suva, Fiji